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FRANKLIN H. KNOWER

STEECH

MO/GR/PS

# SPEECH MONOGRAPHS

VOLUME XIX—No. 3

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## ABSTRACTS OF THESES IN THE FIELD OF SPEECH AND DRAMA—VII (cont'd)

CLYDE W. DOW  
*Michigan State College*

### I. Fundamentals of Speech

Dreher, John James, "A Comparison of Native and Acquired Language Intonation," Ph.D. Thesis, University of Michigan, 1951.

This is a study to compare the intonation curves of ten representative simple statements and ten simple questions and their translations in Chinese. In addition to a part-for-part comparison of the sentences, the deviations in intonation by the group speaking an acquired language are examined in the light of the group's performance in equivalent speech-segments of its own language. On this basis an explanation by perseveration is offered.

Ten Chinese-speaking American and ten English-speaking Chinese informants were used. A series of questions was played to each subject from a constant-speed turntable. The test utterances, given by the subjects in answer to these questions, were recorded on magnetic tape. These responses were fed into the sound spectrograph, a 300 cycle and a 45 cycle pattern being made of each. The patterns were analyzed into segmental comparison units, fundamental pitch and time of units being recorded. These values were graphed for each group's performance in each utterance. Segmental units were tested for difference in time and pitch change by Student's "t".

Editor's Note. Space has not permitted publication of all abstracts received. All doctorate abstracts except those which have already appeared in essentially the same form but at greater length in the publications of our Associations have been published. We have published as many representative abstracts of Masters' theses in the various areas as space has permitted. For a relatively complete listing of titles of theses see the index at the end of this issue.

The results show a significantly shorter time of response at the 5% level for the group using its native language. Some evidence is adduced to show that subjects use a higher mean pitch level when asking questions than when making statements and that this phenomenon appears when using either language. Directional agreement of comparison units indicate that both languages use certain definite pitch sequences in statement and question.

General conclusions are that subjects when speaking an acquired language strongly tend to match the intonation pattern set up by the native group, that they will make the same response in a significantly longer time, and that deviations from the pattern set up by the native group can be explained largely by a different intonation employed in an equivalent segment in the native language.

Attenhofer, Norman Joseph, "The Development of the Theory of the Conversational Mode of Speech," M.A. Thesis, Louisiana State University, 1951.

This study inquires into the origin, history, and implications of the theory of the conversational mode in speech. It seeks to determine the historical sources of the elements which comprise the conversational style, and to assign credit for their origin.

The roots of the theory are found in ancient rhetorical doctrine. Traces of the conversational elements may be found even in the medieval and renaissance periods; but the principle received its greatest impetus in the classical and elocutional development of the eighteenth and nineteenth centuries.

Modern authorities consider the conversational style in terms of its descriptive qualities, namely, naturalness, directness, and the full

realization of the meaning of words at the time of their utterance. The first complete and specific statement of this analysis seems to have been presented by James A. Winans in 1915, although his statement is a direct development from the writings of his immediate predecessors. Abstracted by GILES WILKESON GRAY, *Louisiana State University*

**Bensen, Jack Franklin, "An Experimental Study of the Relationship between the Amount of Nasal Emission of Air and Judged Nasality," M.A. Thesis, West Virginia University, 1951.**

Three qualified expert judges rated subjects' recordings on a five-point scale extending from "denasal" through "normal" to "nasal." Based upon complete agreement of two judges, with the third not more than one step away, as to the degree of nasality present, twenty-six subjects were selected. Subjects were then tested with a U-tube, equipped with two nasal olives, to obtain a measured amount of nasal emission on vowel sounds in isolation, vowel-consonant combinations, and consonants in isolation. Results based upon comparison of scores of the group judged nasal and slightly nasal with those judged normal and slightly denasal revealed a t-score which showed no significance greater than chance at the 5% level of significance. So far as this study could determine, there was no direct relationship between nasal emission of air as measured by a U-tube and the amount of nasality of the subject's speech as judged by the three expert speech judges. Abstracted by JAMES H. HENNING, *West Virginia University*

**Briskey, Robert Joseph, "Visible Speech Reference Patterns of Seven Vowels as Spoken by Twenty 11 and 12-year-old Boys," M.A. Thesis, Wayne University, 1951.**

This study presents an analysis of a series of visible speech patterns of seven selected vowels for three characteristics:

1. Fundamental Frequency of the vowels produced by the group.
2. Frequency positions of the resonance bars on the Visible Speech patterns.
3. The Amplitude of the vowels when they were produced by the selected subjects.

This study is to be used in the preparation of a library of reference patterns to include various age groups and both sexes.

Abstracted by ROBERT J. BRISKEY, *Wayne University*

**Davis, Pauline F., "A Study of Materials for Auditory Readiness on the Prereading and Early Reading Levels," M.A. Thesis, University of Florida, 1951.**

The purpose of this thesis is to present a study of the materials for auditory readiness at the prereading and early reading levels found in textbooks in the field of reading, bulletins from some state and city departments of education, and specifically in five basal reading series. An examination of the literature reveals no analysis of auditory training materials available to teachers of reading.

The materials reveal sound discrimination, recognition and reinforcement of sounds, rhyming, and auditory memory span to be component parts of the auditory training prerequisite to learning to read.

The five basal series show the following variations: the amount of space and emphasis devoted to auditory training and to the component parts, and the sequence in which speech sounds are presented. The basal series sequence varies from the normal development of speech sounds by children.

Abstracted by PAULINE F. DAVIS, *Alachua County Schools*

**Elliott, Jane Clark, "Personality Traits of School Children With Speech Deviations as Indicated by the California Test of Personality," M.A. Thesis, University of Michigan, 1951.**

Data from the tests of 141 children from grades 1, 2, and 3 show that 54 rank below the fiftieth percentile, 10 at the fiftieth and 77 above the fiftieth percentile in Total Adjustment. Older boys and girls exhibit more specific personality needs. Total adjustment data (grades 4, 5, and 6) show that among 58 children tested 34 ranked below the fiftieth percentile, 5 at the fiftieth and 19 above. Using the Pearson-Product-moment coefficient formula to determine the correlation between the degree of speech deviation and the percentile rank in personality, it was found that in both the primary and elementary groups the results were so close to being zero that it was safe to assume there is no correlation.

Abstracted by JANE ELLIOTT, *University of Michigan*

**Garbutt, Cameron Willis, "A Study of the Dialectal Characteristics of Six Members of the Older Generation Living in the**



**Three Southernmost Counties of Illinois: Alexander, Pulaski, Massac," M.A. Thesis, Louisiana State University, 1951.**

Variant pronunciations of the informants are compared with usages in three American dialects: general American, southern American, and southern mountain. The speech of the informants is revealed as predominantly general American with a substratum of southern American in the form of diphthongizing and lengthening of vowels, and of southern mountain in the form of a dark (r).

There is included a brief history of Illinois, emphasizing early settlements, sources and courses of migration into Illinois. The predominant racial stock is English, Irish, and Scotch-Irish, which had its immediate origin in southern Pennsylvania and the southern highlands and entered southern Illinois via the established routes of that time.

The speech of those settlers with elements from northern Illinois directed the dialect toward general American, but that of the considerable number of immigrants from the South gave it its southern American characteristics. Abstracted by CAMERON W. GARBUTT, *Southern Illinois University*

**George, Albert Donald, "Some Louisiana Isoglosses Based on the Workbooks of the Louisiana Dialect Atlas," M.A. Thesis, Louisiana State University, 1951.**

This thesis is a pilot study made in order to discover, discuss, and illustrate cartographically the differences in pronunciation in the State of Louisiana as revealed in the workbooks of the Louisiana Dialect Atlas, and to establish tentative boundaries for the areas where given dialectal features are found. A selected word list was used, the words being chosen for their significance in indicating differences among the southern, general American, mountain, and Louisiana French-English (Cajun) dialects. The various pronunciations are reported phonemically, and the distributions shown by means of isoglosses. It was concluded that separate dialect areas can be established, roughly, and their boundaries shown. Additional data will help to indicate such boundaries more exactly. Abstracted by DONALD GEORGE, *Louisiana State University*

**Graunke, Dean F., "The Use of Student Opinion in the Improvement of Instruction in Speech Fundamentals," M.A. Thesis, University of Nebraska, 1951.**

Student judgment questionnaires were administered to 1024 fundamentals students in

four different universities. Each of the instructors filled out questionnaires.

Among the findings were the following: (1) In general the teaching of speech fundamentals is characterized by teachers with pleasing personalities, a knowledge of their subject, and speaking proficiency. (2) Reading assignments and written work were consistently judged by students to be of less value than oral work. (3) There was more variability among instructors in a given institution than among the institutions themselves. (4) Female instructors rated higher than did the male instructors. (5) Staff members below thirty-two years of age rated higher than did their older colleagues. (6) More teaching experience among instructors rated higher than less experience. (7) People holding Masters degrees rated higher than those with their Doctors degree. (8) Teachers with Professorial rank ranked higher than those with the rank of Instructor.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Guttman, Newman, "An Analysis of Articulation as a Function of Delayed Auditory Feedback," M.A. Thesis, University of Illinois, 1951.**

This is an analytical description of articulation under conditions of delayed auditory feedback and represents a measure of non-acoustic effects of delay upon speech.

Sixteen young adult males, screened for absence of speech and hearing defects, read a 55 word passage under conditions of 0, .10, .20, .40 and .80 second delay in a sound-treated room. The delay, 40 db above the normal direct bone conduction sidetone, was accomplished by a tape recorder so modified that the recorded signal can be reproduced at variable time intervals.

Phonetic transcription of the response to delayed feedback indicates that the peak of the disturbance is at .20 second delay for most of the measures used, such as total articulatory errors, type of error, rate of articulation, phonemic output and error rate. All delay conditions differed significantly from the zero delay condition. The post-delay zero condition indicates that a minor after-effect may be in operation.

Abstracted by ROBERT S. BRUBAKER, *University of Illinois*

**Heath, Martha Ann, "A Study in Listening: The Relationships between Interest, Edu-**

cability, and Score on an Objective Examination Over the Factual Content of an Informative Speech," M.A. Thesis, Florida State University, 1951.

This study was an attempt to determine the relationships between (1) stated interest in listening to an informative speech dealing with social service as a vocation, (2) vocational interest as measured by the Kuder Preference Record, (3) educability as measured by the A.C.E. Psychological Examination, and (4) score on an objective examination over an informative speech on social service as a vocation.

The four tests were administered to 209 Freshman students. No significant relationship was found between stated interest and score on the examination over the content of the informative speech or between interest as measured by the Kuder Preference Record and score on the examination. A significant relationship was found between score on the A.C.E. and the score on the examination over the speech.

Abstracted by MARTHA ANN HEATH, *Florida State University*

Kramar, Edward John Joseph, "A Study of Listening Test Scores on Orally Presented Expository Material with the Speaker Seen and with the Speaker not Seen," M.A., Thesis, The Florida State University, 1951.

This experiment was designed to discover whether there was a difference in the listening test scores of students who had listened to an expository lecture with the speaker seen and with the speaker not seen.

Simultaneous delivery of the lecture material to two groups of college students was made over a loudspeaker. The visual group saw and heard the speaker, the nonvisual group heard the speaker.

The mean score on the listening test for the visual group was 19.04 and for the nonvisual group 17.13, a difference of 1.91 which was statistically significant. A comparison of mean scores of men and women in both groups revealed that the men were slightly better listeners, but in neither group was the difference statistically significant. In a re-test, administered two weeks after the experimental situation, the scores indicated approximately the same ratio of forgetting. The group which saw the speaker still retained an advantage and it had increased slightly.

Abstracted by EDWARD KRAMAR, *Florida State University*

Penningroth, Ann, "A Study of the Relative Intelligibility of Selected Speakers," M.A. Thesis, The Ohio State University, 1951.

The purpose of the study was to determine to what extent an alleged defect of articulation interferes with the efficiency of a speaker's voice communication as measured by multiple-choice intelligibility tests and to determine whether dissimilar groups evaluate articulation defects alike.

A multiple-choice intelligibility test was administered to 70 students rated by their speech instructors as having the "best" articulation in their classes and 71 students rated as having the "poorest". Intelligibility scores showed that students rated *poor* were significantly less intelligible than students rated best.

Eight students with defective articulation and eight with no known defect read a selected passage to two matched panels of students trained in speech correction and students not so trained. The number of errors adjudged each speaker was computed. Differences found between judgements of students trained in speech correction and students not so trained were not significant for readers with defective articulation, but were significant for readers with no known defect.

It was concluded that (1) defective articulation interferes with the efficiency of a speaker's voice communication and (2) a speaker with defective articulation is judged equally inadequate by both speech-trained and untrained students; a "normal" speaker is judged more critically by students trained in speech.

Abstracted by ANN PENNINGROTH, *The Ohio State University*

Saracco, Gloria Angela, "The English Pronunciation Problems of the Native Speaker of Japanese," M.A. Thesis, Cornell University, 1951.

The purpose of this study is to investigate the Japanese language with respect to its phonetic structure and phonemic pattern, in order to suggest a more successful treatment of the Japanese student in the Speech Clinic. The author bases her work on direct observation of Japanese students learning English pronunciation, and on various textbooks.

Phonemic pattern is what makes two languages different in sound, and therefore the chief problem of a student learning English is the understanding of specific sound-features of English absent in his native tongue.

The writer gives a complete analysis of the Japanese and English phonetic systems; this is

followed by a comparison of the two. There is a tabulation of the clinical records of four Japanese students, based on sound substitutions, muscular tension, pitch, and rhythm. This is compared with a tabulation of errors noted by various authors.

The author concludes that knowledge of one language makes difficult the acquisition of another, and that the amount of difficulty in learning a new language depends upon the similarity of its sound-system to that of the native language.

Abstracted by WINIFRED BRANDFON, *Cornell University*

**Schaeff, Robert A., "Motor Skills and Motor Skills Testing as Related to Speech,"** M.A. Thesis, Stanford University, 1951.

From a critical review of representative research studies in the field of motor ability and its relationship to speech skill, the author concluded that there is important evidence to indicate the existence of a factor in man affecting both his ability to perform the complex motor acts of speech and his ability to demonstrate a small group of other motor skills. To isolate this factor, further research should concentrate on motor activities which presumably depend on: (1) coordination of small muscle groups, found to be a factor in ten of twelve tests which successfully discriminated between speech defectives and normally speaking controls; (2) the speed of repetitive movement of small muscle groups; (3) kinesthetic sensibility, involved in the tests which discriminated between normal and defective speakers at the highest level of statistical significance; and (4) coordination of the eye and hand, and rhythm of the midline structures involved in speech.

Abstracted by ROBERT A. SCHAEFF, *Stanford University*

**Sikkink, Donald E., "An Experimental Study of the Relationship between Introversion-Extroversion (Minnesota T-S-E Scores) and Speech Improvement,"** M.A. Thesis, University of Minnesota, 1951.

220 college students in beginning speech course made voice recordings and reported social fears (PRCS scores) at the beginning and end of a 12 weeks training period. They were given the Minnesota T-S-E Inventory at the beginning of the training period, as a measure of introversion-extroversion (thinking, social, and emotional). Ratings of voice records and social confidence scores (PRCS were used as indexes of improvement. Students who im-

proved most (improvers) were compared with students who improved least (non-improvers) on T-S-E scores.

Improvers in confidence had significantly higher social extroversion scores than non-improvers in confidence.

Improvers in general effectiveness had significantly lower thinking extroversion scores than non-improvers in general effectiveness.

Abstracted by HOWARD GILKINSON, *University of Minnesota*

**Snyder, William E., "A Tri-Dimensional Representation of the Front Vowel Sounds,"** M.S. Thesis, University of Michigan, 1951.

The aim of this study is to obtain a clearer picture of the distribution of samples of different speakers' vowels. The samples were judged wholly by the frequency of the resonance bars on spectrograms. The study reveals that there is considerable variation in the correlation coefficients between bar 1 and bar 2 from vowel to vowel. The over-all range of bar 3 is quite similar for all five vowels and thus contributes little to the discrimination of the vowel sounds.

Abstracted by WILLIAM E. SNYDER

**Stromsta, Courtney Paul, "A First Approximation of the Distance from Vocal Cords to Cochlea and the Transit Time of Bone-Conducted Sound from the Region of the Vocal Cords to the Region of the Cochlea,"** M.A. Thesis, Ohio State University, 1951.

Purposes of study were to determine distances of two possible sound pathways from vocal cords to cochlea and the approximate transit time of bone-conducted sound from the vocal-cord region to the cochlear region.

Cadaver measurements resulted in constant relationships permitting calculation of the following distances from living subjects: vocal cords to cochlea; and vocal cords to upper lip.

Methods used in measuring transit time of bone-conducted sound were: vowel phonation supplied voltages that started and stopped a time-interval meter (range .001—.0002 Sec.); frequencies were determined at which the head was resonant and the lowest value of the apparent harmonic series was transformed into time (range .037—.019 sec.); photographed oscillographic beam deflections of a transmitted pulse were converted into time (range .0003—.0005 sec.).

Abstracted by COURTNEY STROMSTA, *Ohio State University*

**Tolchinsky, Regina, "An Analysis of Relative Intensity Characteristics Pertaining to Age and Sex of Elementary School Children," M.A. Thesis, Purdue University, 1951.**

This study investigated mean vocal intensity values in elementary school children. The experiment was designed to determine whether significant differences existed among the grades and between the sexes. Another variable, that of whether children arrived for recording with their parents or with other children, was also investigated. Interactions among these three variables were then examined. The subjects were 154 children, randomly selected, from kindergarten through the fifth grade. Propositional speech samples were obtained as answers to structured questions. Analysis of variance revealed significant differences in mean decibel intensities among the grades, although no interaction involving grade was significant. Significant differences were found between sexes and method of arrival at the laboratory for recording. A significant interaction between these two variables revealed that girls who arrived with their parents demonstrated significantly lower mean decibel intensity level than did boys, or girls and boys who arrived with other children. T-tests showed that the only significant difference which existed between the mean db intensities of children in adjacent grades was between kindergarten and grade 1. No progressive orderly trend of differences between adjacent grades was found. Comparison of individual means revealed that grade 1 differed significantly from a common level. No other deviations were significant.

Abstracted by M. D. STEER, *Purdue University*

## II. Public Address

**Brembeck, Cole S., "The Persuasive Speaking of Truman and Dewey in the 1948 Presidential Campaign," Ph.D. Thesis, University of Wisconsin, 1951.**

Most doctoral studies in American public address deal with speakers, speeches and events of an earlier generation; some study comparatively recent events. This thesis was planned in advance to study persuasion as it occurs.

The method used is that of systematic, direct observation. The writer attended the Republican national convention, took notes on the crowd behavior, the psychology of the Dewey convention campaign, the acceptance speech, and response to it. A major Truman rally was studied at Indianapolis, Indiana. Other main

addresses were listened to via radio; notes were taken and the speeches recorded for further study. Fifty observers in the field of public address recorded on-the-spot reactions to the campaign speeches and returned 109 listening reports to the writer. These observations were supplemented by reports of press and radio reporters who accompanied the candidates during the campaign.

Sharp contrasts marked the strategies employed by the candidates. Truman planned a "give 'em hell" campaign, designed to stir up the voters, create new issues and tempers and reverse the course of the flowing political tide. The President told his staff, "I expect to travel over the country and talk at every whistle stop." From Labor Day on he travelled 21,928 miles, made 275 speeches, campaigned for 35 days, and talked about the pains of the day.

Dewey planned an issueless campaign to hold the majority he already had. He travelled 16,000 miles, gave 175 speeches, campaigned for 25 days, and talked about "unity" and "good government."

Truman adapted to the political mood of 1948. He made the voter's wants and interests the subject of his persuasion. He blamed the Republican Congress for the people's ills. The "whistle stop" campaign permitted the President to aim his appeals at special interest groups in all parts of the country.

Dewey, appealed to broad national concerns and declined to focus sharply upon the voter's most vital interests. He did not stir people with compelling ideas.

The fifty trained observers who sent listening reports to the writer were in general agreement on the following points: (1) Truman's character appeal was strong: he was "friendly," "sincere," and "direct"; (2) Dewey's character appeal was weak: he was technically polished, but conveyed impressions of "slickness" and "insincerity"; (3) Truman's arguments were specific and concrete, his style rough hewn and graphic; (4) Dewey's arguments were vague and general, his style polished and abstract; and (5) Truman had a margin of persuasive effectiveness because he was less aloof, more direct, making the "pains of the day" his constant concern.

Abstracted by COLE BREMBECK

**Carter, Elton Stewart, "Doctrines of Cassius J. Keyser in Relation to Argumentation and Discussion Theories," Ph.D. Dissertation, Northwestern University, 1950.**

Keyser was an outstanding mathematical philosopher, a precursor of General Semantics,



an able writer devoted to the dignified popularization of science and mathematics for "intellectual laymen." What potential values, if any, did his more non-technical writings have for argumentation and discussion theories?

1. Unlike speech authors, Keyser made sharp distinctions (1) between the dynamic "world of the Actual" and the static "world of the Possible"; (2) between questions pertaining to the Actual (answerable by observation) and questions pertaining to the Possible (answerable by deduction); (3) between questions and pseudo-questions; and (4) between answers and pseudo-answers.

2. Keyser explicitly rejected propositional form as the basis for classifying propositions (and syllogisms), and substituted observational and deductive methods of establishment as a basis which he considered much less superficial and misleading.

3. Keyser made the more explicit distinction between propositions and propositional functions. In contrast with those speech authors who advocated an unlimited avoidance of ambiguity, Keyser pointed out great values of systematic ambiguity.

4. Keyser distinguished between definition and description, thus encouraging tendencies to make description a prerequisite of definition.

5. By comparison, Keyser placed an extraordinary emphasis upon the mathematical notions of relation, transformation (associated with analogies), function (associated with cause and sign), and invariance. According to Keyser's treatment as interpreted, these mathematical prototypes of investigation and reasoning accommodate asymmetrical and complex relations in such a way that oversimplification, identification, and anthropomorphism are *explicitly* discouraged.

6. Keyser's christening and explanation of the doctrinal function represents an approach to theory construction distinctly different from the conventional structuring of debate cases and discussion plans.

7. As an approach toward the avoidance of incorrect conclusions, Keyser emphasized the inevitable consequences of undetected false premises, with comparatively little concern with the traditional fallacies of reasoning.

Abstracted by ELTON S. CARTER, *Pennsylvania State College*

**Carter, Robert Mack, "An Experimental Study of Emotional and Objective Speeches," M.A. Thesis, University of Michigan, 1951.**

To determine the effectiveness of emotional and objective appeals, paragraphs from an address by James Montgomery Beck were divided into "emotional" and "objective" categories by four public address authorities. A second check showed the resulting four speeches to fit their intended categories. Two emotional speeches, one with objective conclusion, and two objective speeches, one with emotional conclusion, recorded on tape, were played before 155 beginning college speech students. There were eight subject groups; each speech was heard by two groups. No group heard more than one speech.

The subjects indicated more interest in a speech containing emotional appeals, concluded logically. Interest in objective arguments was unaffected by differing conclusions. The subjects recognized the absence of emotion from objective speeches but were unable to recognize the absence of logic from emotional speeches. Female subjects indicated that they were more swayed by logical arguments than did males; females and males did not differ significantly in rating emotional appeals.

Abstracted by ROBERT MACK CARTER, *General Motors Institute*

**Cherney, Sheldon, "An Analysis of the Modes of Persuasion in Theodore Roosevelt's Speeches Concerning Corporate Wealth, 1902-1904," M.A. Thesis, Wayne University, 1951.**

The purpose of this study was to determine what persuasive appeals were used by Theodore Roosevelt in a series of speeches during 1902-1904, in which he proposed that gradual regulation of the trusts be assumed by the national government. Previous studies have appropriately pointed to the predominance of the ethical appeal of the speaker.

In these speeches on corporate wealth, Roosevelt showed effective use of general emotional appeals based on love, hate, and fear. Appeals to the acquisitive wants and honor and reputation were well utilized but failed to reach the excellence of his appeals to fairness. His use of suggestion was weak and indefinite. Common ground and direct and indirect compliment were sparingly but effectively employed. Repetition was a powerful characteristic. There was moderate, good use of the familiar and specific, but Roosevelt avoided a concise definition of trusts. Logical support was notably lacking. On the whole, the speeches seemed to help develop a public attitude for moderate regulation of the trusts.

Abstracted by **GEORGE V. BOHMAN**, *Wayne University*

**Collentine, Berwyn Francis**, "Formative Experiences and Educational Factors Contributing to James A. Garfield's Public Speaking Ability," M.A. Thesis, University of Iowa, 1951.

This study seeks to determine and evaluate the training and experience of James A. Garfield which influenced his later ability as a speaker. The period of study, 1831 to 1860, included his early environment and education, study at Western Reserve Electric Institute and Williams College, teaching experience, and training as a lay preacher. Primary source materials included Garfield's speeches and portions of his diary.

Among the factors concluded to have been influential was the role played by his mother, who encouraged his reading and schooling and inculcated moral principles; debating, in which he participated throughout his school years; his classical education; the influence of classmate Almeda Booth at Western Reserve Institute and of Mark Hopkins at Williams College. As a teacher Garfield learned to use a lucid, interesting manner of speaking. The composition and presentation of sermons while a lay preacher helped polish his delivery. This varied training and practical experiences are believed to have been instrumental in enabling Garfield to become an effective public speaker.

Abstracted by **BERWYN COLLENTINE**, *Temple University*

**Diven, William Albert**, "A Rhetorical Analysis of the Alabama Speeches of Stephen A. Douglas during the Presidential Campaign of 1860," M.A. Thesis, University of Alabama, 1950.

This study has three primary purposes: (1) To show the political significance of Douglas in the 1860 campaign; (2) to show the importance of Douglas' Southern tour in that campaign; (3) to analyze the Alabama speeches made on that tour. The principal sources of information were contemporary periodicals. The purpose of Douglas' Southern tour seem to have been to plead against secession and to destroy an alleged conspiracy against the United States government. Despite the following of Yancey, Douglas spoke to large and seemingly interested audiences in Huntsville, Montgomery, Mobile and Selma, Alabama. Douglas' single theme in all four speeches was that, if people were faithful to the constitution and its principle of Popular Sovereignty, there was no grievance

which could not be remedied within the Union. He characteristically utilized the problem-solution method of organization, and made skillful adjustments to the audience situation in his forms of support. His job of ethical proof was of great importance: both style and delivery seem to have contributed to the effective way in which he secured the favor of his listeners for himself and for his subject.

Abstracted by **DONALD H. ECROYD**, *University of Alabama*

**Draughon, Ruby Lee**, "A Study of Selected Speeches on War and Peace by Carrie Chapman Catt," M.A. Thesis, University of Illinois, 1951.

Five of Carrie Chapin Catt's speeches, selected to represent her addresses in the 1920-1945 period of the peace movement, were examined for persuasiveness. Substance and form, personal and motivational appeals, and the nature and responses of the audiences were investigated.

Materials used included speech manuscripts, newspapers, periodicals, contemporary biographies and histories, personal interviews, and a recording of one speech.

Results of the study indicate:

1. Mrs. Catt's ideas were expounded simply, clearly, yet realistically.
2. The arguments were based on commonplace, personal experience and testimony rather than on analysis, statistics and historical proof.
3. The recurring theme was of women's rights and duties in the movement to abolish war.
4. The organization suffers from over-extension of personal anecdote and experience, but in the main is orderly, and frequently follows a "past-present-future" pattern.
5. Mrs. Catt showed skill in adjusting to her audiences, and in using direct, meaningful, "feminist" appeals.
6. Audience response was spontaneous, genuine, but polite and restrained.

Abstracted by **RICHARD MURPHY**, *University of Illinois*

**Esch, Marvin Leonel**, "A Comparative Study of the Shift-of-Opinion Ballot, Audience Evaluation and Critic Judge Systems of Debate Decisions," M.A. Thesis, University of Michigan, 1951.

Debates utilizing all three of the named methods simultaneously were held March 9, 1951, at the annual Michigan Invitational Debate Tournament before audiences composed of

college students enrolled in elementary speech courses. The results of the systems are compared. The study substantiates the theory that there is no correlation between the decisions of an expert judge and an untrained audience. It shows that generally audiences believe the team that has persuaded them has also excelled in debating. It presents a method of investigating the value of the various types of decision. Abstracted by MARVIN L. ESCH, *Wayne University*

**Evans, Helen Jean, "A Study of the Correlation Between the Rhetorics and the Novels Written During the Elocutionary Period in England—1750-1800," M.A. Thesis, The Pennsylvania State College, 1951.**

Four rhetorics on elocution were then analyzed for their treatment of vocal, facial, and bodily expression. A comprehensive chart was developed for the analysis of the novels for the occurrence of the elocutionary principles. Application of the chart in the analysis of five novels revealed 1,819 references to the elocutionary principles. The three phases of expression drew frequency of mention in this order: facial expression, 848; bodily expression, 605; and vocal expression, 366. From these findings, it thus seems probable that a correlation does exist between the writings on elocution and the novels of the eighteenth century.

Abstracted by HELEN JEAN EVANS, *The Pennsylvania State College*

**Golder, Beatrice Mae, "An Evaluation of the Logical Ethical and Emotional Proof in Selected Speeches of Robert M. La Follette in the Presidential Campaign of 1924," M.A. Thesis, Temple University, 1951.**

This study is primarily concerned with La Follette's effectiveness as a third party candidate at a time when Republicanism was the predominant trend of the country.

La Follette's greatest strength in his 1924 campaign was found to be his own reputation as a fighter for reform and as a sincere man. He was able to appeal to nearly five million voters not so much with his campaign issues as with his ethical qualities. His logical proof, *per se*, was not an important factor in his campaign addresses of 1924. His speeches were strikingly devoid of the type of logical appeals used in his previous campaigns for Governor and Senator. He relied more on emotion than upon any other factor, reinforcing his appeals with a continual focus on the grievances of the farmers and workers.

The conclusion reached by the author was that La Follette's effectiveness with particular groups in the campaign was more indicative of his prestige and personal appeal than his choice of issues and logical appeals.

Abstracted by BEATRICE GOLDER SCHULTZ, *State University of Iowa*

**Hale, Frank W., "A Critical Analysis of the Speaking of Frederick Douglass," M.A. Thesis, University of Nebraska, 1951.**

The purpose of this study was to evaluate the speech influence of Frederick Douglass in his great crusade against slavery.

Douglass developed his speech training through the practical experience of teaching a Sunday-School class. He began his career in Public Speaking when he deliberated to his slave friends against the evils of slavery. He participated in the discussions of the East Baltimore Improvement Society, which debated the evils of slavery. After his escape from slavery, he became a strong advocate of the abolitionist movement.

Douglass' forte lay in his ethical proof—he symbolized the argument against slavery. He was a master of pathetic proof, using "loaded words," appeals to security, and prestige and sardonic humor as his chief devices. In logical argument, he was prone to sight specific instances and let the people draw their own conclusions. His style was clear. His speaking was characterized by sincerity. He exhibited great fluency in extemporaneous presentation and had a strong, forceful delivery. Douglass had a deep understanding of his cause, which made him instinctively eloquent.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Harnack, Robert Victor, "An Experimental Study of the Effects of Pre-Discussion Sets upon Group Productivity and Intra-Group Competition and Cooperation," M.A. Thesis, University of Oklahoma, 1951.**

Competition and cooperation are phenomena occurring in discussion groups which can exert significant influences upon group process. The question here was to determine whether the nature of group affiliations would have any significant effect upon whether the members of the discussion groups would compete or cooperate when they were faced with a situation which gave them opportunities to do both.

In order to answer the question raised, ten groups were selected. Five were in-groups drawn



from fraternities and sororities. Five were transient groups drawn from beginning speech classes. Each group discussed two problems. The discussions were recorded and scored by observers using the Deutsch scales as indications of competition and cooperation.

The results showed that there was little difference in the manner in which the in-groups and the transient groups reacted to the situation with respect to competition and cooperation and group productivity.

Abstracted by JOHN W. KELTNER, *University of Oklahoma*

**James, Herbert Lee, "A Comparative Analysis of the Major Rhetorical Treatises of Plato, Aristotle, Cicero, and Quintilian, Together with Tabular Outlines and Diagrams of Their Theories," M.A. Thesis, Ohio State University, 1951.**

It was the purpose of this study to resolve the major rhetorical theories of Plato, Aristotle, Cicero, and Quintilian into outline form; next, to represent these rhetorical theories diagrammatically; and finally, to observe the basic similarities and dissimilarities of these rhetorical theories as revealed through a comparison of the outlines and diagrams.

The outlines and diagrams of rhetorical theories included in this study represented these abstract theories as compact and concrete units; thus by visual helps the writer was enabled to see the comparative relationships more readily.

Each of these rhetoricians advanced the continuum of rhetorical theory. Exposing the moral weaknesses of false rhetoric, Plato laid the foundation for a true rhetoric. Approaching rhetoric as a scientist, Aristotle contributed most to the study of invention. Cicero as an orator contributed greatly to an analysis of disposition and style. Quintilian offered instruction for training an orator from birth through retirement, and contributed to the theories of memory, delivery, and style.

Abstracted by EARL W. WILEY, *Ohio State University*

**Katter, Nafe Edmund, "An Analysis of the Stassen-Dewey Debate in 1948. Should the Communist Party in the United States Be Outlawed?" M.A. Thesis, University of Michigan, 1951.**

The problem was an analysis of the methods of proof and refutative skill shown by Harold Stassen and Thomas Dewey.

Generally, Stassen underestimated Dewey's ability as a debater. He seems to have chosen

the weaker side of the argument, at least, from an historical point of view. He also appears to have misjudged the distinction between proof and popularity. Stassen's invention was weak, and he used too obvious pathetic and ethical appeal. He did not assume the burden of proof and ignored several points of clash. He appeared to lack confidence and clarity of thought. Dewey was forceful and appeared to be the model debater. His logic was clear and arguments were convincing. He presented wealth of evidence and authority, meeting the opposition's arguments while re-enforcing his own case. He made excellent use of pathetic and ethical proof, and his refutation was persuasive through a thorough analysis and clarification of the issues.

The study reveals Dewey's superior effectiveness in the debate, and the polls and election indicate the debate's probable effect upon its audience.

Abstracted by N. E. KATTER

**Kelley, Barbara Marie, "A Rhetorical Analysis of Selected Sermons of Gilbert Tennent 1735-1745," M.A. Thesis, State University of Iowa, 1951.**

The writer analyzed three typical sermons of the Presbyterian clergyman Gilbert Tennent, with regard to his ideas, use of emotional and ethical appeals, style and language, with introductory chapters containing biographical data and contemporary testimony concerning his pulpit prowess. Tennent was one of the most influential preachers who gave impetus to the Protestant religious revival in America known as "The Great Awakening." His sermons, usually constructed on 3 points expounding orthodox Calvinism were textual and topical. The former predominates. The outline and sub-points are obvious. He appealed chiefly to fear of eternal damnation and hope of salvation like his contemporary Jonathan Edwards, in simple language and a plain forceful style with judicious use of figures of speech and extended analogy. He preached a doctrine of personal regeneration devoid of "bodily motions," a practice stimulated by excessively exhortative evangelists. He preached a religion of personal piety and moderation.

Abstracted by BARBARA M. KELLEY, *University of Wisconsin*

**Knudsen, Darwin Cowley, "George Q. Cannon's Effectiveness as a Speaker," M.A. Thesis, Stanford University, 1951.**

The purpose of this study is to determine Cannon's speaking effectiveness by analyzing six

representative sermons found in the *Journal of Discourses*, official record of sermons of the leaders of the Mormon Church. The characteristics analyzed are (1) dominant motive appeals, (2) principal elements of interest, (3) chief forms of support, (4) aspects of oral style such as direct discourse, sentence length, and structure.

Considering Cannon's speaking was mostly extemporaneous, his sermons are surprisingly well organized. Introductions are short and quickly state the thesis. Three to six points form the body. His sermons uniformly conclude with a prayer. The dominant motive appeals are sentiment and self-preservation. The vital and familiar are the principal elements of interest. All four forms of support are used extensively. The sermons are very personalized and his average sentence length is 29.4 words. Periodic sentences and parallel structure dominate. The study is thorough and well organized.

Abstracted by DONNA WITTEWER, M.S., *University of Utah*

**Kresensky, Ardis, "The Style of Phillips Brooks' Sermons in 1878," M.A. Thesis, State University of Iowa, 1951.**

Three of Phillips Brooks' sermons preached in Trinity Church, Boston, 1878, were analyzed in an attempt to describe the general characteristics and individual elements of Brooks' sermon style, to relate these to his theory of style as found in *Lectures on Preaching* and three shorter addresses delivered in 1878; and to evaluate the contribution of style to Brooks' total effectiveness. The writer found an integral conformity between theory and practice. The style, too, seemed consistent with and expressive of the character and conviction of Brooks himself. In that "the man behind the sermon" was, to Brooks, the essential issue in effective preaching, style may be said to have contributed measurably to his total effectiveness.

Abstracted by ARDIS KRESENSKY, *Temple University*

**Magee, Nelly, "A Translation and Commentary of Book I of Gerardi Johannis Vossii Rhetorices Contractae, sive Partitionum Oratoriarum, Libri V," M.A. Thesis, Louisiana State University, 1951.**

Gerardus Johannes Vossius, a Dutch professor of the early seventeenth century, was recognized as one of the greatest scholars of his time. His writings, all in Latin, cover many fields of knowledge. The *Rhetorices Contractae*, based

on the theories of Aristotle and Cicero, was used in the schools of Holland and Germany for many years, and to some extent in the schools of England. Perhaps of greater importance is the fact that it influenced the writers of other texts on rhetoric, notably Thomas Farnaby, the author of *Index Rhetoricus*.

Although Vossius' own work seems not to have been used much in America, if at all, the *Index Rhetoricus*, for which he provided the inspiration, was used in colonial schools for more than a century.

The present study makes available an English translation of Book I of Vossius' *Rhetorices Contractae*, together with a very brief analysis of the significance of the work in the history of speech education.

Abstracted by GILES WILKESON GRAY, *Louisiana State University*

**Marlin, Francis Earl, "A Rhetorical Criticism of St. John Chrysostom's Homily III on the Statues," M.A. Thesis, State University of Iowa, 1951.**

This thesis is a study of a representative sermon of Chrysostom in the light of rhetorical criticism. It examines the circumstances in which the sermon was preached, arguments and forms of support, the use of various sophistic devices, and the method of preparation and delivery.

The early Christian preachers had two basic pulpit objectives: the doctrines of Christianity must be clearly taught to congregations composed largely of converts from paganism; the preacher must also be skilled in argumentation in order to controvert the arguments of the pagan-christian philosophers caught in their webs of contradiction somewhere between a pagan philosophy and the doctrine of Christ. Augustine best synthesized the theory of this new oratory; Chrysostom was its happiest practitioner. A monk in spirit, an ascetic in practice, a spiritual director in his preaching—this was Chrysostom. Physically small, thin, bald, and sickly, there was fire in the deep-set eyes, a wealth of glorious language and sound good sense in his sermons that made him a legend of pulpit greatness in his own day as well as in our own.

Abstracted by FRANCIS MARLIN, *St. Ambrose College*

**Rumley, Lawrence Raymond, "The Pleas of Thomas Erskine in Selected Trials for Criminal Conversation (1789-1805)," M.A. Thesis, Cornell University, 1951.**

This investigation sought to ascertain the reasons for Thomas Erskine's success as a legal pleader in private causes.

Erskine's ability to appeal to the moral fervor of the English middle classes (which constituted his juries); his personal charm and commanding presence; his ability to secure sympathy for his client by associating the jurors' hopes, fears, and ambitions with the client's; his work in magnifying his own arguments and minifying opposition arguments; and his skillful arrangement of ideas to secure the greatest emotional effect made Thomas Erskine one of England's greatest legal pleaders.

Abstracted by EDWIN BLACK, *Cornell University*

**Scott, Robert L., "A Study of the Objectivity of Debate Judges," M.A. Thesis, University of Nebraska, 1951.**

The subjects of the study included 44 judges at the University of Nebraska Debate Conference, who gave 158 decisions and 652 quality ratings. Each judge filled out a questionnaire in which he indicated: (1) which side of the question he thought the wording of the question favored; (2) which side of the question the judge personally favored; and (3) how much experience he had had as a debater and/or coach.

A statistical analysis of the data revealed: (1) The opinion of the judges on the merits of the question had no significant effect upon their decisions, mean quality ratings, or assignment of superior ratings. (2) The opinion of the judges as to which side the wording of the question favored had no significant effect upon their decisions, mean quality ratings, or assignment of superior ratings. (3) In general the division of the judges into sub-groups according to whether they fell above or below the median amount of experience had little effect upon their decisions, mean quality ratings, or assignment of superior ratings.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Sugarman, Alfred, "Persuasive Techniques of Thomas E. Dewey in the Oregon Presidential Primary Campaign of 1948," M.A. Thesis, University of Washington, 1951.**

The persuasive techniques of Thomas E. Dewey in his campaign against Harold Stassen were analysed in the light of background and political philosophy, important events on the national and international scene, political factors operating in Oregon, the audience, and the major issues discussed.

Dewey's prime task in conservative Oregon, in order to overcome Stassen's lead, was to enhance his prestige through intensive personal campaigning. The only controversial question was "Should the Communist Party Be Outlawed?" Dewey carefully substantiated his claims that outlawing the Party had failed to stop Communism's growth in Europe and that existing laws, if enforced, made outlawing unnecessary in the United States. His inference that what had not worked in Europe would not work here was questionable.

He failed to substantiate his criticism of the Administration's health program, fiscal policy, and leadership in domestic and foreign affairs; and ignored the important issues of inflation, housing, and labor relations. His stand on Western development problems was both constructive and consistent. His personal appeal generally strong, he directed his remarks to the audience's economic self-interest, patriotism, tradition, and desire for survival.

Dewey's public speaking was important in helping him defeat Stassen.

Abstracted by ALFRED SUGARMAN, *University of Washington*

**Watkins, Lloyd "The Argumentation of Thomas Erskine in the Trial of Thomas Hardy," M.S. Thesis, University of Wisconsin, 1951.**

This case study analyzes the argumentation of Thomas Erskine in one of the most interesting and important of all English State Trials, the Trial of Thomas Hardy in the Treason Trials of 1794.

The author found that Erskine's main strength in this trial lay in his logical analysis. The interpretation of the law of treason which he advanced and for which he gained acceptance made victory for the opposition virtually impossible. Erskine's main type of evidence consisted of evidence of expert opinion. The arguments which he formed from the evidence were mainly deductive in form. Although primarily logical in content, the address to the jury used some effective emotional appeals. The main emotional appeals were appeals to the basic emotion of fear, and appeals for sympathy for his client. The disposition of his address was logical in form. The style of the address was plain and admirably suited to the courtroom. Erskine adopted to his middle class audience through the use of summaries of his arguments, direct appeals for attention and repetition.

Abstracted by LLOYD WATKINS

**Wilcox, Roger Parmelee, "A Rhetorical Analysis of the Sermon on the Mount,"** M.A. Thesis, University of Michigan, 1951. Conclusions of the Study are:

(1). The style and content of the Sermon was influenced perceptibly by the times and environment of which it was a product (2). The Sermon in its present form does not represent an original oration, but rather consists of a collection of Jesus' sayings compiled about fifty years after his death by the author of the Gospel According to Matthew (3). Its effect on subsequent history has been largely due to the divine status accorded the Bible in Christian civilization (4). The Sermon on the Mount represents in its own right a masterpiece of rhetorical style and proof.

Abstracted by ROGER PARMELEE WILCOX, *Michigan State College*

### III. Interpretative Reading

**Boast, William Marion, and Buchanan, John Albert, and Casmon, Mary Frances, and Norling, Walter Ivan, "Suggested Units of Study in Oral Interpretation at the College Level,"** M.A. Thesis, University of Denver, 1951.

Oral interpretation units of study were developed from a survey of twenty-nine colleges, a study of the literature of interpretation, and an integration of the related fields of communication, psychology, esthetics, group methods, and education. Oral interpretation was found to need (1) research, (2) interest, (3) integration with related fields, and (4) a broader scope. Three units were developed to meet these needs. Unit I emphasized the perception and communication of printed material, Unit II sensitivity, imagination, and creativity, and Unit III the history and philosophy of interpretation. Group dynamics, evaluative skill, socialization, and the integrity of interpretation were emphasized in all units.

Abstracted by PHILIP KAYE, *University of Denver*

**Bohyer, Joyce Ann, "The Sentimental Comedy of James Matthew Barrie for the Oral Reader,"** M.A. Thesis, University of Michigan, 1951.

The oral reader finds constant need for a variety of excellent program materials. It is the purpose of this thesis to supplement available selections, to furnish a background for the reading of Barrie's plays, and to encourage and

assist the individual reader in adapting additional comedy cuttings. With stage-direction treats which playgoers are denied, the reader may cast his spell; if he loves to draw his audience into realms of imagination—if he smiles at sentiment and yet enjoys momentarily wallowing in it, the Barrie comedies prove intriguing, tremendously amusing, and rewarding as program materials. Original cuttings from four plays of fourteen considered most suitable for reading are included. References are Barrie biographies and criticisms, the complete plays of Barrie, and a number of works on drama and interpretation.

Abstracted by JOYCE A. BOHYER, *University of Michigan*

**Pickett, Warren Wheeler, "An Experiment to Determine Comparative Audience Response to the Reading of Shakespearean Dramatic Verse with and without Music,"** M.A. Thesis, University of Michigan, 1951.

The problem was to determine whether any loss in intelligibility occurred when music was played under the verse and whether further research on this problem would prove valuable.

The findings of the experiment were as follows: (I) The average loss of intelligibility when music was played underneath Shakespearean dramatic verse was five percent. (II) The average increase in preference when music was played was fifteen percent. (III) The average increase in subjective judgment of emotional response was twenty-two percent. (IV) The average loss in subjective judgment of intelligibility was six percent. (V) The average increase of realization of intent of emotional interpretation was eight percent.

Abstracted by THEODORE W. SIZER, *University of Michigan*

**Wigley, Joseph Alexander, "A Study of Students' Responses to Recordings of Poetry Recorded by its Authors and by Other Interpreters,"** M.A. Thesis, University of Washington, 1951.

Eighteen pairs of recordings of poetry were used, including two poems each by Stephen Vincent Benet, Langston Hughes, David McCord, Archibald MacLeish, Marianne Moore, and Ogden Nash; one each by Robert P. Tristram Coffin, E. E. Cummings, John Drinkwater; three each by Robert Frost and Edna St. Vincent Millay. One recording of each poem was an interpretation by the author; of the compared recordings two were by professional artists and the others by teachers and students



of the University of Washington Department of Speech.

Listeners in groups of from 11 to 24 heard the two unidentified recordings played consecutively, with the order reversed from one group to another. Each recording was rated by from 35 to 64 college students on a scale of Excellent-Good-Fair-Poor-Bad.

Computation based on numerical values of 4, 3, 2, 1 and 0 respectively for these rating terms resulted in a mean score of 1.97 for the poets' recordings, 2.85 for the non-poets'. There were 184 preferences for the poets' recording and 639 for the non-poets'. Order of playing had little apparent effect: 51% of the preferences were for the first record heard, 49% for the second.

Abstracted by JOSEPH ALEXANDER WIGLEY, *University of Washington*

#### IV. Radio and Television

Williams, Donald Manly, "A Study of the Influence of the Announcer upon Audience Reaction to Three Types of Radio Programs," Ph.D. Thesis, State University of Iowa, 1951.

The purpose of this investigation was to study the influence exerted by the announcer upon the audience acceptance of three types of radio programs.

Eight announcers recorded readings of popular music continuity, news, classical music continuity, and commercial copy. These recordings were played to test audiences of college students which were similar in age, sex distribution, and number of years completed in college. Each audience heard all eight announcers read one of the types of material. Members of the audiences rated each announcer on a seven point scale on the basis of announcing ability.

Three announcers, Q, P, and U, among whom the differences in mean ratings were statistically significant were chosen. With one exception, none of the differences received by any one announcer on his reading of the four types of material was significant.

Each of the three announcers chosen recorded three programs: a short popular music program; a short newscast; and a short classical music program. All of the programs of any type were identical except for the announcer. The programs were played to test audiences which were similar to the audiences which rated the announcers and to each other. Each audience heard one program of each type, each

program being done by a different one of the three announcers.

While the programs were being played, members of the audiences registered responses on the Whan Audience Analyzer, a device which gives continuous graphic profiles of like and dislike responses. At the end of each program, members of the audience rated the program as a whole on the same seven point scale upon which the announcers had been rated.

Following the playing of the programs, the tapes were removed from the analyzer and readings on both the like and the dislike profiles were taken at five second intervals. From these, percentages of like, dislike, and indifferent responses to the programs and to the major elements within the programs were computed. Data from the rating scales were tabulated, and mean ratings for the various programs were calculated. Differences among ratings were considered to be statistically significant if they equalled or exceeded three times the standard error of the difference.

Within the limitations imposed as to audiences, programs, and announcers, the following conclusions seem to be indicated.

Differences in announcing ability existing among Q, P, and U, the best, the middle, and the poorest announcers, had little or no effect upon the audience reactions to the classical music programs.

The effects upon reactions to the popular music programs were somewhat larger, although the difference between the programs done by Q and P was in the opposite direction from that which might have been expected. Differences among ratings received by the popular music programs done by Q and U and P and U were statistically significant; differences in percentages of like, dislike, and indifferent responses were not significant.

The effects of differences in announcing ability upon the reactions to the news programs were comparatively large. Differences between news programs done by Q and P were sizeable but fell short of statistical significance. Differences between news programs done by Q and U were significant. The difference in average ratings of programs by P and U were statistically significant; differences in like, dislike, and indifferent responses were not.

Considering the responses to individual elements of the programs, differences in announcing ability existing among the three announcers produced the largest effects in like and dislike responses to the news stories and in dislike and indifferent responses to the commercials.

Abstracted by F. L. WHAN, *University of Wichita*

**Anderson, Dale N., "A Job Analysis of Radio Announcing in a 250 Watt Commercial Station," M.A. Thesis, University of Nebraska, 1951.**

The purposes of the study were: (1) to determine the duties of staff radio announcers in a 250 watt commercial station; (2) to determine the training requirements the job makes upon the radio announcers for successful performances.

Station KOLN, an unlimited time license, 250 watt, amplitude modulation, non-unionized, Mutual Broadcasting System affiliate, located in Lincoln, Nebraska a city of 100,000 population, and employing a combination radio announcing-control board operators, was selected as a representative station for the study.

A job analysis of the announcing staff revealed: (1) the tasks of radio announcing are relatively simple; (2) radio announcing can be acquired by apprenticeship but can be acquired better through college training; (3) the radio announcer must do more than announce; he must produce programs involving the editing and building of newscasts and sportscasts and the moderating of informal discussion programs; (4) the promotion of the radio announcer in the radio industry is contingent upon his ability to do more than announce.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Becknell, Howard, "Radio Drama, 1935-1945, Television Drama, 1945-1950; A Study of Trends in the Use of Dialogue," M.A. Thesis, Indiana University, 1951.**

The study investigates the frequency of the use of dialogue whenever any new form of entertainment comes into existence. Seventy five radio scripts, which had been presented during the ten year period under consideration, were evaluated as to dialogue word counts, music cues and sound effects cues. The comparisons were used in determining the existence of the dominant trends.

For the problem of television, the writer wished to determine if the pictorial aspect was over emphasized during the early years. Fifteen scripts were studied, dialogue word counts were compared with video instructions, and it was discovered that the dominant trend is toward an equalization on video and audio effects in presenting the television drama.

Abstracted by J. EDWIN CULBERTSON, *Indiana University*

**Branyan, Janice Stuck, "Adaptation for Radio of Selected Greek Myths," M.A. Thesis, University of Michigan, 1951.**

This thesis consists of adaptations of selected Greek myths into eight fifteen-minute radio scripts for presentation to children from the ages of nine to twelve. The study involved a consideration of the problems encountered in selection and preparation of stories for these children.

Research showed that the best selection of myths would include stories to satisfy the children's desire for action and excitement and would omit love, and would contain, for the parents' desires, worthy motives, complete stories, and omission of over-stimulating action.

Abstracted by JANICE BRANYAN, *University of Michigan*

**Del Vecchio, Marion, "An Analytical Survey of Different Methods and Practices Used in Presentations of News on Television," M.S. Thesis, Boston University, 1951.**

Purpose: To determine what methods and practices of television news presentations are most effective and to evaluate them in terms of their adaptability to the medium.

Standard questionnaire was used and seventy-three television stations responded. Areas included most popular method of presentation, network shows and syndicated newsreels, most popular number of newscasts daily, preferred length of presentations, methods of presenting audio matter on television, most preferred method of local newscast, and similar allied areas.

Conclusions: Expansion of time lengths, increase in the number of daily newscasts, and integration of the best known audio-visual standards of production into one type of news show are to be found. More than half the respondents currently produce a daily newscast which integrates film, studio production and visual aids, and utilizes a newsman before the camera. Stations are gradually presenting the types of local newscasts which, in their opinion, carry the highest standards of news programming.

Abstracted by SIDNEY A. DIMOND, *Boston University*

**Hardenstein, Phyllis M., "FM—Radio's Riddle," M.A. Thesis, University of Wisconsin, 1951.**

In 1944 the Federal Communications Commission announced that frequency modulation would revolutionize the broadcast industry and that it was the major development in the radio art. In 1947 the story was quite different. The greatest improvement in radio reception had been hampered and there had been an insidious chain of circumstances that had impeded FM. What were these circumstances?

The reallocation of the FM band uprooted FM at a critical period and established it in an area where technical problems discouraged broadcasters from entering the field.

Simultaneous programming discouraged the sale of FM receivers and perpetuated AM radio.

For reasons mentioned above, advertisers were not interested in buying time on FM stations.

Collusive action on the part of various persons and organizations in the broadcast field hamstrung FM.

The result of the above forces at play was that FM in the commercial broadcast field did not serve a purpose not already met by AM.

These were the reasons for FM's failure. In certain localities stations are bringing the benefits of FM to the public. It has been primarily in those situations where FM has attempted to "buck" commercial AM broadcasting that it has faltered.

Abstracted by PHYLLIS HARDENSTEIN, *University of Wisconsin*

**Harney, Herman, "An Evaluation of Radio Farm Service in the West-North-Central Region of the U. S. A.," M.A. Thesis, University of Nebraska, 1951.**

The study involved a survey of the activities of 29 RFDs in the area, and of the opinions of 1,143 rural listeners.

The writer concludes: (1) It is the responsibility of the RFD to initiate and promote farm programs of an "educational" nature. (2) Radio listeners on farms expect more specialized service than the average city listener because of their greater geographical dispersion. (3) Farm people depend on radio for essential business information, weather and markets, prompt news reports, and information which promotes better rural living. (4) During the past quarter century, the broadcasting of farm programs has developed into an important segment of radio broadcasting. (5) During this period, considerable attention has been given to the desires of rural radio listeners. (6) Farm people in general appear to be satisfied with the services of their respective RFDs. (7) The RFDs were unanimous in the opinion that the rural aspects of

radio broadcasting should be included in university radio curriculums.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Holmes, Presley Dixon, Jr., "An Analysis of Lowell Thomas, Newscaster," M.A. Thesis, University of Michigan, 1951.**

This study concerns the newscasting phase of Lowell Thomas's many-sided career. The material is treated in a completely objective and analytic manner. The opening chapter of the thesis is biographical: relating the foundation of education, training, travel, and experience which provides the background for Thomas's twenty years of continuous and successful newscasting.

Following this, the construction of Thomas's newscasts is compared to the standard stated by authorities and practitioners in the field; news gathering and editing, selection of material, methods and time of presentation, and length of broadcasts. Ten consecutive Thomas broadcasts were recorded and studied—one of which is reproduced in this paper in its entirety. These sample broadcasts were analyzed as to typical (or special) Thomas characteristics, such as travel experience, personal comment, short choppy sentences, human interest, humor, dramatization of situations, etc.

The average radio listener has slight knowledge of the preparatory work involved in a fifteen-minute news cast. To him the description of the Thomas "word factory" will be an interesting revelation. To students of radio and broadcasting, the thesis offers much helpful material on the construction and presentation of radio newscasts.

Abstracted by MILDRED HOLMES

**Jones, Edward Clifford, "An Inquiry Into the Value of Applying a Readability Formula to Radio News," M.A. Thesis, Syracuse University, 1951.**

Readability formulas have been devised for the prediction of the difficulty of printed matter but no "listenability" formula has as yet been devised specifically for radio news.

In the absence of such "listenability" formula, tests were conducted as to the value of applying a readability formula to material intended for oral consumption. The readability formula used in the tests was developed by Rudolph Flesch.

Results indicate that the Flesch formula has value in predicting average difficulty for groups



of stories but cannot be trusted when applied to a single news story.

Abstracted by EUGENE S. FOSTER, *Syracuse University*

**Kirchner, John Richard, "Radio Station Break Commercials at the Station Level, a Comparison of Theory Versus Practice," M.A. Thesis, University of Oklahoma, 1951.**

The station break commercial has become an important source of income for radio stations. This inquiry examines the actual practice in writing station break commercials to discover whether practice conforms to the theoretical principles recommended in published material.

The commercial copy for examination was obtained from radio stations throughout the United States. A questionnaire to those stations requested definitions of certain "continuity writing" terms used frequently in published advice on methods of writing radio commercial copy. Dr. Rudolph Flesch's "yardstick" formula for simple language was used as one basis of examining the copy. Personal judgment was used to check the theoretical principles not included in the Flesch Formula.

It was found that practice conforms to principles in the use of simple language, use of repetition, limiting the commercial to one central idea, using short sentences, and using simple words. Practice did not conform well to principles in the use of verbal attention getters, the use of frequent personal references, and the use of exclamatory and interrogatory sentences for variety. Term definitions submitted by practitioners lacked the concrete terminology which might be expected to go with full understanding of the theoretical principles of continuity writing.

Abstracted by JOHN RICHARD KIRCHNER, *University of Oklahoma*

**Leuschner, Frederick Edward, "A Survey of the Qualifications and Training Desired by the Radio Industry in Pennsylvania of Its Personnel," M.A. Thesis, The Pennsylvania State College, 1950.**

This thesis has two purposes: (1) to ascertain qualifications and training desired by the radio industry, and (2) to determine college training which would be beneficial so that radio departments can plan educational collegiate training programs.

Literature indicated that network personnel must have a college degree, a broad cultural background, and radio experience. Local station

managers were inconsistent in their requirements. A survey questionnaire was mailed to all Pennsylvania radio stations in order to determine qualifications, training, and courses desired by commercial stations.

**Results:**

Announcers: a. Good voice quality, ability to sell on air, pronunciation, conversational style, b. news, disc jockey, sports.

Writers: ability to write commercials and continuity.

Time sales: personality, contacts.

Studio engineers: first class operator's license.

Programming: administrative ability, log ability.

Personal qualifications: responsibility, ability to get along with other employees.

Practical: announcing, qualifications for a first class operator's license, programming.

Theoretical: technical, radio law, radio production texts.

Other fields: journalism, music, languages, dramatics, business, social studies.

Combining courses with campus and commercial station experience should better train students for radio careers.

Abstracted by FREDERICK E. LEUSCHNER, *The Pennsylvania State College*

**Markland, Ben Clifford, "Editorializing Practices of American Radio Stations: a Study of the Mayflower Decision and its Revocation," M.A. Thesis, Northwestern University, 1951.**

The writer examined the editorializing practices of American radio stations and noted changes in these practices as the FCC regulations in this field were changed. The major effort was to determine changes in editorializing practices of radio stations following the revocation of the FCC "Mayflower Decision" on June 2, 1949. The revocation report of that date gave radio station owners and managers the right to advocate and editorialize on public issues.

To determine editorializing practices, the writer sent questionnaires to 307 American AM radio stations. Of these, 117 responded with the following answers. Only 33.3 percent of the stations started the practice of editorializing following the revocation. Those which did editorialize did so primarily on local and state issues, with the result (they stated) that listener tune-in was increased and listener reaction was favorable. Slightly more than 85 percent of the 117 stations stated that they would editorialize on a sample local, impersonal issue; about 58

percent on a local, personal issue; and 35 percent on a national presidential campaign.

Abstracted by BEN C. MARKLAND, *University of Arizona*

**Marr, Gaylord, "A Study in Methods of Adapting Stage Drama and Prose Fiction to the Radio Medium," M.A. Thesis, University of Nebraska, 1951.**

The purpose of this study was two-fold: (1) To investigate some of the dramatic devices by which novels and stage plays may be adapted to the radio medium; and (2) to determine the general effectiveness of these techniques by an evaluation of their application.

Basic fundamentals of play-making for the theatre were outlined. A comparison was made of the creative devices available to the playwright for the theatre and the radio dramatist. The principles and procedures of radio adaptation were evolved. Three radio adaptations, prepared by the author in accordance with these principles, Nathaniel Hawthorne's *The Scarlet Letter*, Washington Irving's *Rip Van Winkle*, and General Lew Wallace's *Ben Hur*, were selected for evaluation.

Transcriptions of the three programs were presented for evaluation to three listening groups: (1) a high school listening group, (2) an English teacher listening group, and (3) a radio broadcaster's group.

Listener evaluation derived from the three listening groups tended to indicate that the procedure outlined in the study is a pragmatic one.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Pepper, Helen Jean, "A Study of Radio-Television Homes in Oxford, Ohio," M.A. Thesis, Miami University, 1951.**

This is an investigation of the listening and viewing habits in homes with both radio and television sets. The direct interview method was used to interrogate the adult population in 125 of the 310 available dwellings. The investigation covered one week's period from Monday through Friday and was by quarter hour periods. Findings included the indication that radio is used by all homes, more during the daytime than during the evening. The television audience did not increase when radios were turned off. There were more television sets in use during the evening than daytime hours. Viewing was catholic regarding types of television programs; but definite preferences were established regarding types of programs.

The average radio-television home spent one hour forty-eight minutes with radio as compared to two hours and forty-six minutes with television.

Abstracted by HARRY M. WILLIAMS, *Miami University*

**Potter, Steven Donald, "A Survey of the Radio Listening Habits of Three Hundred Television Families in the Cities of Lansing and East Lansing, Michigan," M.A. Thesis, Michigan State College, 1951.**

The purpose of this study was to investigate the radio listening habits of three hundred families who had both radio and television in the home. The questionnaires were filled out by occupants of 300 television homes, i.e., 654 adults and 291 children. The questionnaire covered a seven day period.

Forty-four percent listened to radio during the seven day period, while seventy-one percent viewed television. Thirty-three percent did not listen to radio, sixty-seven percent listened ten hours or less for the week and seventy-two percent viewed television between twenty and forty hours per week.

The most popular hours for radio were in the mornings and for television, the evenings. Sixty-four percent did not use the radio after six P.M. Twenty-six did listen after six with the favorite program being the *Bing Crosby Show*. News was the favorite radio program. Boxing was the favorite television show.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Schumacher, Hazen Joseph, "The University of Michigan Television Hour: A History and General Production Handbook," M.A. Thesis, University of Michigan, 1951.**

The thesis is a chronological approach to the problems of the University of Michigan Television Hour, a program aimed at teaching adult education courses through the medium of television. The introduction is concerned with the use of radio and television by educators and the preliminary steps leading to this particular program. Actual pages of the script are included in the body of the study. These script pages are accompanied by notes on the pages facing them. A chapter is devoted to each of the first fourteen programs, showing both specific television production techniques employed and general applications to this education-by-television experiment. The appendices contain production photographs, a list of guests on the pro-

gram and the written material sent to the registered tele-students.

Abstracted by H. J. SCHUMACHER.

**Shirey, Lewis Wetzel, "A Survey of the Techniques of Sports Telecasting," M.A. Thesis, Pennsylvania State College, 1951.**

The problem of this study was to set up a guide to aid the novice in sports telecasting. This guide will also help him to avoid some of the faults in beginning sportscasting. The technique for research used was a questionnaire. Questionnaires were sent to the one hundred and seven television stations operating in June, 1951. Forty-three stations returned questionnaires with thirty-one doing live telecasting originating from the unit station. This does not include network of film shows. Nineteen sports are being telecast with the average number of either two or three cameras. Pre-game preparation was the one item stressed as being most important to the telecaster. Many stations interview coaches or officials before the event. Telecasts are usually directed by someone other than the announcer. The telecaster is shown to the viewer at the majority of the stations. The amount of description varies with the event. Two main suggestions given to interested persons were to have a thorough knowledge of the sports and to give a true picture of the action.

Abstracted by MRS. L.W. SHIREY

## V. Theatre

**Clark, Edwin Luther, "An Experimental Study of Age as a Factor in Audience Response in the Theatre," Ph.D. Thesis, State University of Iowa, 1951.**

This study was based upon 576 records made by observers who operated the Meier Audience Recorder during the performances of the seven plays of the 1950-1951 season of the University Theatre, State University of Iowa. In order to discover if age seemed to be a factor in that response, the investigator divided his observer's records into four age groups: Group I (15-18), Group II (19-25), Group III (25-45), Group IV (46 and older). The interest rating for each minute of each observer's record was read by the use of a grid and recorded. Numerical values were assigned to each possible rating. The mean rating for each group for each minute of the play was figured for all seven plays. Graphs showing the mean rating per group for each minute of each play were constructed.

In an attempt to analyze what episodes of the plays interested the various groups more than

others, the scripts were analyzed and the episodes of the plays classified into twelve broad types of dramatic episodes. The 161 episodes were described and recorded and the minutes at which they appeared noted, this information having been recorded in the script by the investigator during the performances of the play.

The mean rating for each group for each episode was then figured and recorded. Then the mean rating for each group for each type of episode was calculated.

In order to ascertain if the individual ratings within each group tended to center around the mean rating for that group, scattergrams were constructed for three Types of Episodes. A decided central tendency of individual ratings was noted.

The scattergrams also demonstrate that the individual ratings within a group tend to be highly similar from episode to episode within a classification type.

The investigation yielded the following finding that consistent differences among the Groups' interest ratings for Acts, Scenes and Plays were clearly shown.

Abstracted by EDWIN L. CLARK

**Hayes, Harold Lee, "Methodology in Theatre Audience Research," Ph.D. Thesis, State University of Iowa, 1950.**

This investigation was the first in a comprehensive series of studies of audience response in the theatre at the State University of Iowa. The long term objective of this project was to provide a body of information about the responses of audiences in the theatre. Since no previous attempt had been made to examine in detail the continuous, moment by moment, quantitative response to a series of plays, and since the Meier audience response recorder, unused heretofore, was to be one of the machines used to collect data in this program of audience research, it seemed necessary that this study concern itself with certain aspects of methodology, in an effort to provide a guide for future research.

Accordingly, this investigation attempted to (1) describe and evaluate the Meier audience response recorder as an instrument for audience research, (2) attempted to describe and evaluate various procedures open to the investigator in the selection and instruction of observers, and in the treatment and analysis of the data, (3) applied these procedures in a preliminary study of audience response in the theatre, using the data collected with respect to *Life with Father*, (4) gave special attention to problems of

experimental control, to describing and evaluating various types of variability and errors, and to determining whether certain procedures yield reliable results, and (5) discussed some problems of audience research which might be worth future investigation.

The Meier audience response recorder is a device by which an individual can objectively and continuously record qualitative ratings along a six-point rating scale, while the program is in progress. The record is made by moving a small sliding pointer which is connected with a stylus which rides in constant contact with a wax-impregnated tape. After working for two years with the Meier audience response recorder, the investigator thought it appropriate to suggest some changes in the design of the machine, which seem to be indicated by this experience. These would possibly result in (1) greater ease of use of the machine in darkness, (2) greater precision in correlating the event on stage with the response on the individual record, and (3) probable increase in the reliability of the ratings.

This investigation supported the following general conclusions, in addition to the findings summarized above: The fact that the discriminating responses in the individual records appear to the investigator to be rationally related to the events on stage would seem to indicate that the techniques employed in this preliminary investigation, for securing audience response data, are sufficiently precise to enable an investigator to obtain valid information about the responses of audiences to the dramatic effectiveness of the various elements in plays and also with respect to the variations in response of audiences possessing different characteristics.

Abstracted by HAROLD L. HAYES

**Morgan, William Rhea, "An Experimental Study and Comparison of the Responses of Men and the Responses of Women in Theatre Audiences," Ph.D. Thesis, State University of Iowa, 1951.**

This study aimed to investigate the difference between the interest response of men and women in the theatre. The hypothesis under investigation was that a difference in sex affects the interest of a theatre goer responding to characters and situations portrayed in a performance in the theatre. The method consisted of constructing male and female composites from records made by observer use of the Meier audience response recorder, for each one of twenty-five plays performed on the commun-

ity series at the University Theatre. A total of 756 male records were compared with 841 female records, using the Meier Audience Response Recorder. The number of observers rating Very Interesting and Uninteresting every thirty seconds of playing time was determined for both groups. Tests for statistical significance were applied to the average per cent of men and women rating Very Interesting or Uninteresting for every thirty seconds of all twenty-five plays; to the average per cent of men and women rating Very Interesting or Uninteresting for every thirty seconds of each play; and to individual episodes of difference wherein the number of men and women rating Very Interesting differed by ten per cent or more, and the number of men and women rating Uninteresting differed by ten per cent or more.

Episodes showing differences between male and female ratings were examined in relation to such theatre centered factors of interest as the dominance of male and female characters, the comic or serious nature of the episode, the position of the episode of difference in the play and the nature of the character and situational relationship within each episode of difference.

The most significant finding of this investigation was that there were only a few significant differences in the number of men and women rating in the extremities of the interest scale for these twenty-five plays.

Abstracted by WILLIAM R. MORGAN

**Paul, Theodore, Jr. "A Project in Audience Research: An Analysis of the High and the Low Interest Minutes in Seven New and Seven Successful Plays," Ph.D. Thesis, State University of Iowa, 1950.**

This study was exploratory in nature and experimental in design. Its purpose was to investigate by use of the Meier Audience Response Recorder the most and the least interesting minutes in seven *New* and seven *Successful* plays to determine the differences and similarities that exist between them. Observers, chosen on the basis of their interest in drama and frequency of attendance at the theatre, were asked to express their interest in each minute of the play according to a rating scale that included ratings from above *Very Interesting*, to below *Quite Uninteresting*. From the observers' interest records for each play, the average interest rating for each minute of the play was computed.

From the data obtained, the following findings can be reported:

1. The basic purpose of the high interest



minutes was to present dramatic actions; the basic purpose of the low interest minutes was to present exposition.

2. The high interest periods were chiefly differentiated from the low interest periods by their more frequent use of verbal conflict, suspense, surprise, rapid successions of attention catching devices, and "considerable" physical activity.

3. The high interest periods, more frequently than the low, used high emotional intensity, shifts in emotional intensity.

4. The high interest periods, more frequently than the low interest periods, contained "love interest portrayed on stage."

5. The Successful plays, more consistently than the New plays, had more low interest minutes and fewer high interest minutes in the first act than in any other.

6. The Successful plays, more consistently than the New plays, had a high interest period in the final minutes of the second act.

7. The Successful plays, more frequently than the New plays, had a low interest period at the beginning of the acts or scenes.

8. The Successful plays, by comparison with the New plays, achieved high and low interest periods of longer duration.

9. The Successful plays, more consistently than the New, had more high interest periods and fewer low interest minutes in the last act than in any other.

10. The New plays, more frequently than the Successful plays, self-limited the duration of the high interest periods.

11. The high interest minutes of the Successful plays differed from the high interest minutes of the New plays.

12. The content of the high interest periods of the Successful plays was, to a greater degree than in the New plays, closely related to the main plot, theme, obstacle, conflict and central characters of the play.

13. The height of the average interest rating for any given minute was closely related to the number and types of dramatic actions which that minute contained.

14. The low interest minutes of the Successful plays contained, with twice the frequency of the New plays, expository dialogue that furthered the plot.

15. The low interest minutes of the Successful plays used the following dramatic actions and techniques from two to three times as frequently as did the New plays: verbal conflict,

suspense, "considerable" physical activity, rapid tempo, and high loudness level.

Abstracted by THEODORE PAUL, JR.

**Richey, Dorothy, "The Dance in the Drama of the Elizabethan Public Theatre: A Production Problem," Ph.D. Thesis, Northwestern University, 1951.**

Investigation of two hundred and thirty-seven plays of the Elizabethan period reveals that sixty-eight of the plays call for the performance of one or more dances as an integral part of the plot. Many of these plays are valuable for modern presentation and a knowledge of the dances of the period is important in their production. Technical instructions are in existence for a number of the dances, but they need to be translated into modern terminology. Furthermore, although individual steps for many of the dances are explained, in no case has an Elizabethan presented the routine of a whole dance in a diagram showing the pattern of its evolutions on the floor. It is the purpose of this thesis to investigate the dancing technics of the Elizabethan era and to provide choreographic charts for the performance of the dances. One dance of each principal kind is described in detail in connection with the staging of a particular scene to which its use would be appropriate.

A copious amount of Elizabethan dance music provides evidence of the names and moods of most of the dances. J. A. Fuller Maitland's *The Fitzwilliam Virginal Book* is a compilation of original manuscripts representative of the dance music of the period.

Of the sixty-eight plays which stipulate the performance of a dance as a part of the plot, there are only seventeen which name the intended dance. Consequently, investigation was made by the writer to discover what type of dance was customarily performed by different social groups on given occasions. The dance which seems most apt was then planned for production in a specific scene of a play, with an explanation of the steps and a diagram of the choreography together with a suitable selection of Elizabethan music.

Abstracted by DOROTHY RICHEY

**Sievers, Wieder David, "An Analysis of the Influence of Freudian Psychology on American Drama, 1909-1939," Ph.D. Dissertation, University of Southern California, 1951.**

The purpose of this study was to determine the extent to which the content and form of

American drama were altered as a result of the formulation of the concepts of psychoanalysis by Sigmund Freud and his immediate colleagues.

The technique employed was to read from two to ten critical reviews of every American play which was professionally produced in New York City between 1909 and 1939, and to tabulate all plays in which the content or form paralleled psychoanalytic concepts. All published plays thus listed were read and analyzed. Supplementary evidence of Freudian influence in the form of direct testimony of individual playwrights was obtained by questionnaire.

*Findings.* Freudian psychology has had an identifiable and substantial influence upon the content of American plays written between 1912 and 1939. The first apparent example of such influence was in *The Fatted Calf* by Arthur Hopkins (1912). A number of new or previously taboo themes related to psychoanalysis have become conspicuous in American drama since 1920. The leading themes found included the Oedipus complex, the consequences of sexual suppression, the influence of childhood upon adult behavior, the Electra complex, and guilt feelings.

By contrast with the earlier American drama of the turn of the century, the insight of recent playwrights into human motivation has been tremendously altered as a result of Freud's concept of the unconscious. Psychoanalytic themes were given direct and literal application in the drama more often during the twenties than during the thirties, when these themes were handled more subtly and pervasively.

Alterations in the form of the drama were quantitatively less significant than alterations in content and tended to decline during the thirties. The dramaturgic devices most used were the dream, the free-association soliloquy, the aside, the hallucinatory flashback, and the doubling of one actor in two subjectively identified roles.

The playwrights found to be most concerned with psychoanalytic concepts were Eugene O'Neill, Philip Barry, and S. N. Behrman. Other major playwrights who have contributed important psychoanalytic plays are Elmer Rice, Martin Flavin, John Howard Lawson, Clifford Odets, Sidney Howard, Robert Sherwood, Lillian Hellman, Samson Raphaelson, and Paul Green. The great majority of recognized American playwrights were influenced to some extent by Freudian psychology, and personal testimony of individual playwrights offered impressive corroboration for this conclusion.

As the total number of new plays produced

in New York declined during the late twenties and thirties, the number of plays of Freudian influence rose, and their popularity, measured by the number of New York performances, increased. There was ample evidence, therefore, for the conclusion that the total influence of Freudian psychology constituted a significant tendency in the American drama during the period studied.

Abstracted by MILTON DICKENS, *University of Southern California*

**Walsh, William E., "The Wind and the Night," Ph.D. Thesis, University of Denver, 1950.**

The purpose of this creative dissertation was to broaden and deepen the general concept of the Western story. This purpose led to the problem of providing an expanded evocative design for writers particularly interested in the area of regional drama. This new pattern had necessarily to be experimental in nature.

The method used to solve the problem involved: (a) research in Western history, Western literature, dramatic techniques, and problems of writers generally and (b) the creation of an evocative pattern capable of enlarging a writer's perspective and of expanding his use of Western materials by combining various presentational techniques, time and event binding devices, historical and literary insights at several levels, and an approach to the whole from the inside, i.e., through the life and work of the ordinary man experiencing and observing the growth of the community and making his contribution to the evolving society on a day-to-day basis.

Abstracted by BETTY JOANN WEIDNER, *University of Denver*

**Allman, William A., "An Investigation of a Successful Civic Theatre As Exemplified by the Cleveland Play House," M.A. Thesis, Ohio University, 1951.**

The purpose of this thesis is to present a survey of the history and organization of the Cleveland Play House, Cleveland, Ohio, from its beginnings to the present with some of the factors which may have contributed to its success.

The methods of investigation were threefold: (1) personal interviews with the staff members of the Play House; (2) a study of the seventy-two volumes of scrapbooks dating from the inception in 1916 to the present, (3) all available published material.

Abstracted by CLAUDE E. KANTNER, *Ohio University*

**Bensick, Julius Bela, "Robert Emmet Sherwood: Playwright and Citizen," M.A. Thesis, University of Wisconsin, 1951.**

On his record as an extremely effective playwright, Robert Emmet Sherwood has earned a place of high esteem in the modern American theatre; on his record of active participation in matters of public interest, he has earned great respect as an exemplary citizen. It is the effort of this study to demonstrate the strong interrelation between Sherwood's development as a serious playwright and a publicly spirited citizen.

After a brief consideration of heritage and background, focus is turned directly to the playwriting of Robert Sherwood. His dramatic works are placed and seen in a three phase scale of development, in the attempt to show the evolution that took place in his point of view toward playwriting and the utilization of his talents to exploit that point of view. The political, social, and economic atmosphere of the period between the two world wars and Sherwood's character are shown as the principal forces that brought about that evolution to the stage at which Sherwood made his most important contributions dramatic and civic. With a documentation of Sherwood's outstanding achievement in citizenship, the study concludes.

Abstracted by JULIUS BENSICK

**Bickley, Charles Eric, "Norman Bel Geddes: Artist-Craftsman of the Theatre," M.S. Thesis, University of Wisconsin, 1951.**

A survey of specific representative scenic and architectural designs along with a discussion of the New Movement's beginning in Europe and its spread to America with references to the works of Norman Bel Geddes are included.

Norman Bel Geddes is an artist in revolt against the physical conditions and the existing physical limitations of the conventional theatre, an artist seeking new worlds for the actor, the audience, and the dramatist. For the actor, he seeks release from the limits of the proscenium; he would restore him to the world of solids, of three-dimensionality. For the audience, he seeks closer communion, fuller participation, and increased facilities for hearing and seeing. For the modern dramatists, he seeks a functional, artistic, and economical stage which would result in stimulating their creative imaginations.

Eight of his architectural designs, Chicago

World's Fair and others, are discussed. Photographs of the architectural and scenic designs—*Lysistrata*, *Joan of Arc*, *Hamlet*, *The Miracle*, *The Eternal Road*, *Dead End*—are also included along with a summary of the theories and techniques of this artist-craftsman.

Abstracted by CHARLES BICKLEY

**Booth, Willard Claude, "The Analysis and Comparison of Vocal Technique of the Delivery of Hamlets Soliloquy (Act II, Scene II) as Recorded by John Barrymore and Maurice Evans," M.A. Thesis, University of Michigan, 1951.**

His study was made from photo-oscillographic data. It was discovered that: (1) Barrymore uses pitch rise on emotional words with much inflection; Evans rises in climatic portions with minimum inflection. (2) Barrymore uses volume largely as meaning stress; Evans uses it largely for rhythmic and emotional purposes. (3) Barrymore sustains words for emphasis and emotion; Evans uses syllable duration largely for rate and rhythm. (4) Barrymore's pauses are of similar duration with even phrasing; Evans has only final pauses and avoids consistent phrasing. (5) Barrymore rarely varies his rate; Evans uses more rate variety. (6) Barrymore's slow rate, extensive inflection and uniform volume is criticized as intellectual; Evans tempo, rhythm, and voice quality aims at emotional interpretation.

Abstracted by WILLARD C. BOOTH, *University of Michigan*

**Brian, George, "A History of Theatrical Activities in Baton Rouge From 1900 to 1923," M.A. Thesis, Louisiana State University, 1951.**

The purpose of this study is to draw a picture of theatre activity in Baton Rouge, Louisiana, during the period from 1900 to 1923. These years cover the life of the Elks theatre, constructed 1900, burned, 1923. This building was the center of theatrical activity for more than two decades. Its destruction coincided closely with the disappearance of the legitimate theatre and its replacement by the moving pictures.

Sources of information were books on the theatre of the period studied, newspapers of the city of Baton Rouge, and personal interviews.

The study is organized as follows: (1) the planning and construction of the Elks theatre; (2) the productions arranged in five year periods from 1900 to 1919, including some mention of motion picture competition; (3) the



last four years of the Elks theatre; (4) the destruction of the theatre by fire.

Abstracted by GEORGE BRIAN, *Louisiana State University*

**Bromfield, William Charles, Jr. "A History of the Arts and Crafts Theatre of Detroit, Michigan," M.A. Thesis, University of Michigan, 1951.**

A study was made of the operational procedures of the Arts and Crafts Theatre of Detroit, Michigan, one of the first successful little theatres in America. This research was undertaken in an attempt to aid and encourage the establishment or improving of similar theatres, with the belief that decentralized theatre will help the survival of legitimate theatre in America. From a study of the business and artistic set-up, the director—Sam Hume, and the plays presented and their methods of presentation, it was found that sound business management combined with artistic and technical ingenuity produced this successful, self-supporting theatre that was a credit both to the community and to the theatre world.

Abstracted by WILLIAM C. BROMFIELD

**Burgwin, Richard James, "A Study of the Practicality of the Arena Staging of Shakespeare," M.A. Thesis, University of Michigan, 1951.**

The standards and problems of the best modern directors of Shakespeare were determined through research. The arena stage was compared to the Elizabethan stage physically, aesthetically and socially. The criteria thus established were applied to two actual arena productions (*Macbeth* and *Othello*) and one hypothetical production (*Midsummer Night's Dream*). It was concluded that the ideals of Shakespearian production (continuous action, variety of intimacy and aesthetic distance, and rich simplicity of setting) were potentially achievable in a flexible arena stage.

Abstracted by R. J. BURGWIN, *University of Michigan*

**Cappuccilli, Ralph Michael, "Eugene O'Neill and the Critic," M.A. Thesis, University of Michigan, 1951.**

The purpose of the thesis was to investigate the impact of Eugene O'Neill's plays upon the professional critics of the theatre at the time when his plays were being presented for the first time on the stage.

The general organization of the paper is under three headings: synopsis, critical evaluation,

conclusions. (1) In "The Emperor Jones" and "The Hairy Ape," O'Neill went beyond the ordinary and accepted rules of the drama by writing these two plays in the Expressionistic form. (2) He went beyond the realm of realism in the theatre in "Anna Christie" and "Desire Under the Elms" and presented both of these plays in the forms of Naturalism and Symbolism. (3) In "Strange Interlude" and "Mourning Becomes Electra," O'Neill disregarded all concept of time, introduced the "introspective aside" and succeeded in making these plays both drama and literature from a dramatic point of view.

Abstracted by RALPH CAPPUCILLI, *University of Michigan*

**Conway, Sister Margaret Mary, "A Study of the Plays About Saint Francis of Assisi," M.A. Thesis, Catholic University, 1951.**

A critical study of the plays about St. Francis of Assisi revealed that no great play has been written about him because of the difficulty of expressing the climax of the saint's life, the receiving of the stigmata. The two types of plays on the saint that have failed are those that have neglected dramatic technique and those that have been unable to capture the spirit of the saint. The two best St. Francis plays are *The Marriage of St. Francis* by Henri Gheon and *The Little Poor Man* by Harry Lee. These are both dramatically conceived and expressed in poetry, the form proper to the troubadour Saint.

Abstracted by LEO BRADY, *Catholic University*

**Cope, Garrett, "History of the Origin and Development of Theatre Arts at Indiana University," M.A. Thesis, Indiana University, 1951.**

The purpose of this thesis is three fold: first, to trace the origin of dramatics at Indiana University with emphasis in the early period upon the influences of the touring companies and the chautauqua and little theatre movements. Secondly, the thesis presents descriptions of each of the plays presented during the period from 1824 until 1950. Thirdly, the curriculum of speech and dramatics is traced from the earliest date of any recognized academic activity until the present. The appendix lists all the plays produced (title, author, year, direction), and also includes an index of all the names mentioned in the study.

Abstracted by J. EDWIN CULBERTSON, *Indiana University*

**Craig, Sister Rose Terrence, "A Comparative Study of the Concept of Comedy in the Works of John M. Synge and Lady Gregory,"** M.A. Thesis, Catholic University, 1951.

The object of this dissertation is to compare the concept of comedy in three dramas of both John M. Synge and Lady Gregory. After an analysis of comic elements, situations, and characters in *The Well of the Saints*, *The Playboy of the Western World*, and *The Tinker's Wedding*, it was concluded that the concept of comedy in the works of Synge is a pungent satire. In the case of Lady Gregory, research on *Hyacinth Halvey*, *The Image* and *The White Cockade* proved her concept of comedy to be whimsical satire with light farcicality.

Abstracted by LEO BRADY, Catholic University

**Draper, Walter Headen, "An Evaluation of Play Selection in Thirty Illinois High Schools, 1949-50,"** M.A. Thesis, University of Illinois, 1951.

This study analyzed the fifty-nine full-length plays produced by a sampling of thirty schools, during the school year 1949-50. The standards used in determining the educational appropriateness of the plays were based upon a synthesis of what seemed to the author to be the most defensible criteria expounded in the various writings on play selection published since 1920.

The analysis indicated that (1) 89.9 per cent of the plays were comedies or farces, (2) 23.7 were plays that had at one time been successful on the professional stage, (3) these achieved a higher rating of suitability for the high school stage than did those written especially for it, (4) the play selections of the larger schools satisfied the criteria to a considerably greater degree than did those of the smaller schools, and (5) the general average of selection in meeting the criteria was 59.5 per cent out of a possible 100.

Abstracted by WESLEY SWANSON, University of Illinois

**Ellis, Riza Enid, "Some Audience-Centered Problems of Shakespearean Production,"** M.A. Thesis, University of Michigan, 1951.

This thesis shows that the thoughtful director of Shakespearean productions must have a broad knowledge of the characteristics of Elizabethan society. Problems identified include the fundamental beliefs, the social and political systems, the experiences, tastes, interests, and

prejudices of the Elizabethans. Since these factors are different in contemporary society, it is at once clear that directors must first recognize the differences and then find the means of overcoming these difficulties.

Abstracted by RIZA E. ELLIS

**Fishman, Josephine, "The Dramatization of the Novels of James Fenimore Cooper,"** M.A. Thesis, Stanford University, 1951.

The thesis consists of close comparisons of the adapted plays with the novels from which they are drawn, including an analysis of the emphasis—plot, setting, or character—in both the play and the novel, and a scene-by-scene parallelization of the text of the play with that of the novel. The novels *The Spy*, *The Pilot*, *Lionel Lincoln*, *The Last of the Mohicans*, *The Red Rover*, and *The Wept of Wish-ton-Wish* represent the early nineteenth century interest in American subject matter as material for fiction and drama, and were adapted for stage production. Appendices list the stage histories of all of the plays adapted from Cooper's novels.

Of the plays studied, including two versions of *The Red Rover* and two of *The Pilot*, only three—*The Spy* by Charles Powell Clinch, *The Last of the Mohicans* by Stephen E. Glover, and *The Red Rover* by Samuel Henry Chapman—are closely related to the novels from which they are adapted. In following the novels, the plays become episodic in form, generally lack dramatic action motivated by characterization (for which is substituted melodramatic contrivances), and are weak in character differentiation, although are better than the other plays in the study.

The value of the study lies in the close examination of method of adaptation, particularly since the work of several playwrights, compared with one novelists was scrutinized.

Abstracted by J. J. FISHMAN, Stanford University

**Freedman, Ann C., "The Development of Arena Policies and Methods and Modifications of Stage Production in the United States Since 1925,"** M.A. Thesis, University of Pittsburgh, 1950.

This study, which dates from the time of the early Greeks, provides a descriptive analysis of the technique of arena staging in the United States, as it has been adapted and modified for the production of plays in the professional, semi-professional, college-community and high school arena theatres.

Abstracted by ANN C. FREEDMAN and BUELL WHITEHILL, University of Pittsburgh

Gray, Wallace Allison, "The Professional Theatre in Alexandria, Louisiana, 1822-1920," M.A. Thesis, Louisiana State University, 1951.

This study is an investigation of professional and dramatic activities in Alexandria, Louisiana, from the beginning to 1920. During these years occurred the greatest activity of the professional touring companies in the United States. Alexandria newspapers, mainly the *Daily Town Talk*, were used to discover the productions in Alexandria and the reactions of the Alexandria audiences as represented by the reviewers. Histories of the American drama were examined in order to establish as far as possible the quality of the plays and players visiting the city.

It was discovered that (1) the professional theatre was established in Alexandria soon after the town was chartered; (2) the most active theatrical period in nineteenth century Alexandria was from 1887-1898; (3) the period of greatest activity was from 1903-1910, 308 professional productions being seen in Alexandria during those years; (4) motion pictures were largely responsible for a decrease in the number of professional dramatic companies visiting Alexandria; and, that (5) the total number of professional productions on record in Alexandria from 1822-1920 was 709.

Abstracted by HARRIETT IDOL, *Louisiana State University*

Hakken, Jane Hoffman, "The Relationship of the New York Critics to Broadway Playwriting from 1940-50," M.A. Thesis, University of Michigan, 1951.

The procedure was to analyze the reviews of new plays opening on Broadway from 1940-50. The critical judgment of playwriting as "good," "mediocre," "poor" by each journalist was recorded on a separate form for each play. (All pertinent comments were also recorded.) The results were tabulated and interpreted.

It was determined that the critics adhere to the generally accepted principles of drama, although mostly by implication alone. They are remarkably consistent, i.e., in the judgment of playwriting, although a healthy freedom of opinion persists. Furthermore, most of the accusations leveled against the critics cannot be supported by fact.

Abstracted by JANE H. HAKKEN

Handley, John Guy, "An Analysis of Certain Male Characters in the Plays of Henrik Ibsen," M.A. Thesis, Louisiana State University, 1951.

This study presents a detailed analysis of four male characters in the plays of Henrik Ibsen. They are Torvald Helmer in *A Doll's House*, Dr. Thomas Stockmann in *An Enemy of the People*, Hialmar Ekdal in *The Wild Duck*, and George Tesman in *Hedda Gabler*.

The study of each character forms a separate chapter, with a detailed picture of the character in the summary.

It was Ibsen's intention to create realistic characters. The commentators and critics agree that he was successful. The majority of actors have attempted to portray them as Ibsen intended.

Ibsen's description of each character is limited to the principal traits of the individual. Most of their characteristics are revealed in their actions.

While still popular these characters are products of their times and should be played as period characters. There is a tendency today to subordinate the theory and symbolism in favor of characterization. All recorded productions of these plays in modern dress appear to have failed.

Abstracted by HARRIETT IDOL, *Louisiana State University*

Hatcher, Jr., James Franklin, "An Introductory Study of Dramatic Activity in Ten Cities in Alabama," M.A. Thesis, University of Alabama, 1950.

A survey of the dramatic activity in the state of Alabama during 1949-50, the amount was measured in terms of plays produced, audience, financial support, ownership and adequacy of facilities, and potential support for resident stock companies.

The method of investigation involved the use of questionnaires, supplemented by personal interviews.

In these ten widely separated cities a total of 135 plays and 69 concerts were presented with a total attendance of 252,000 and 85,600 respectively. Both plays and concerts drew audiences from radii up to 100 miles and the investigator concluded that, with competent trained leadership, residence theatre production companies could be established in several Alabama cities. He found a much wider interest in theatre activities than is generally recognized to exist in typical small towns.

Abstracted by T. EARLE JOHNSON, *University of Alabama*

Heidt, Patsy Ruth, "The History of the Theatre in Lake Charles, Louisiana, From

**1920 to 1950," M.A. Thesis, Louisiana State University, 1951.**

This study is the history of the theatre in Lake Charles, Louisiana, 1920-1950. The first part deals with theatrical events as reported in the daily papers, and examines them according to type of activity, in each of three periods: 1920 to 1930, when the legitimate theatre flourished; 1931 to 1940, when musical events began to be most popular; and 1941 to 1950, when there was a revival of interest in the legitimate theatre. The second half of the thesis presents a brief history of the Lake Charles Little Theatre in its three periods of activity: 1927-1930; 1936-1942; and 1946-1950.

The study presents the over-all picture of the development of certain types of entertainment, particularly the rise of the little theatre, radio, the motion pictures, and concerts, and the decline of other types of entertainment, i.e., vaudeville, the minstrel shows, tent stock companies, and professional road companies.

Abstracted by PATSY RUTH HEIDT, *Louisiana State University*

**Heusel, Theodore James, "An Analysis of The New York Critics' Theatre Reviews with Emphasis on Acting in Order to Determine Whether There is a Consistency Among the Critics' Evaluation of Performance in the Plays Which Opened on Broadway During the 1941-'49 Seasons Inclusive," M.A. Thesis, University of Michigan, 1951.**

Material was obtained from *The New York Critics' Theatre Reviews 1941-'49*, the Blum's *Pictorial History of The American Theatre*. Four hundred and four plays were studied for their acting critiques, and 3,200 reviews. It was found that of these plays reviewed, the critics opinions were consistent with each other on the acting in three hundred and ninety-seven, whereas seventeen plays receiving inconsistent notices. Of these, three hundred and thirteen plays were favorably reviewed, while eighty-four suffered. On the basis of this research, it can be concluded that the opinions of these critics on each play is generally consistent, although individually they may differ.

Abstracted by THEODORE HEUSEL, *University of Michigan*

**Hyde, Stuart Wallace, "Characterization of Chinese in the American Drama of the West," M.A. Thesis, Leland Stanford University, 1951.**

The thesis contains a discussion of the Chinese stereotype in American drama between 1857 and 1914. The conclusions reached show that the Chinese stereotype in the American drama of the West was largely confined to the melodramatic form, that he was, in every instance, a comic character, that he spoke Pidgin-English, dressed in an eccentric costume, and was usually a laundryman. His functions were three: (1) He provided comedy, (2) He often helped to initiate, complicate, or resolve the action of the play, and (3) He was used to help set the locale of the play.

Abstracted by STUART HYDE, *Stanford University*

**Johnson, Vivian Harder, "An Analysis of George Bernard Shaw's 'The Quintessence of Ibsenism' and Its Relation to the Development of American Social Drama," M.A. Thesis, Texas Christian University, 1951.**

This study was designed to elaborate on the relationship of Shaw and Ibsen, exposing the similarity in their conception of social problems and the possible effect their ideas had on American social drama 1915-1950.

A comprehensive analysis of dramas by Shaw and Ibsen and of leading American playwrights permitted the following conclusions: both dramatists showed society's effect on the individual and as a result on the whole cultural development, and the author indicated the appearance of the same concept in a representative list of American dramas.

Abstracted by WALTHER R. VOLBACH, *Texas Christian University*

**Johnson, William R., "The Living Newspaper in the Educational Theatre Including Director's Analysis of the Federal Theatre Living Newspaper Triple A Plowed Under," M.A. Thesis, University of Minnesota, 1951.**

After a thorough study of the background and origin of the Federal Theatre Project, Mr. Johnson prepared a prompt book and detailed analysis of the Living Newspaper script, *Triple A Plowed Under*. He then produced the play with the purpose of discovering the advantages and disadvantages of the Living Newspaper as a form of educational theatre.

While his conclusions indicate that the form has many educational values, they, on the whole, reveal many strong disadvantages. Among these are the very large cost, the need for mature actors, the confusion of extremely short scenes,



the temporary quality of the subject matter, and the need for excellent technical facilities, particularly in sound and light.

Abstracted by FRANK M. WHITING, *University of Minnesota*

**Kramer, Elaine Dorothy, "Children's Theatre in Arena Style," M.A. Thesis, University of Denver, Denver, Colorado, 1950.**

The purpose of this study was to see how well suited central staging techniques are to children as actors and to children as audience members. Three children's plays, Charlotte Chorprenning's *Cinderella*; Dan Tothoroh's *The Stolen Prince*; and Dorothy Holloway's *The Steadfast Tin Soldier* were adapted for central staging. Of the three, the latter was produced using a cast of children and two university students in a classroom seating an audience of sixty persons. The play was rehearsed for a month prior to formal presentation. The author concluded that the children seemed to enjoy taking their parts and the audience seemed to feel themselves a part of the show. Ease of staging, simplicity and low cost of production as well as intimate audience contact appear to indicate that arena style is well adapted to children's theatre.

Abstracted by W. J. CLARK, *University of Denver*

**Lindsey, Henry Carlton, "The History of the Theatre in Shreveport, Louisiana, to 1940," M.A. Thesis, Louisiana State University, 1951.**

This is a study of the theatre in Shreveport, Louisiana, before 1900. The city was founded in 1836. In the early days theatricals are reported to have been held in levee warehouses, aboard showboats and in tents. The J. S. Charles company in 1857 seems to have presented the first serious drama in Shreveport. The Gaiety Theatre was opened in January, 1859 by the Charles company. There were performances by the amateur groups. By supplying Shreveport with its only entertainment during the Civil War, the amateur groups saved the theatre from complete disintegration. The appearance in 1869 of "Captain" W. H. Crisp and his company marked the beginning of the revival of the worthwhile professional theatre in Shreveport after the war. Talley's Opera House was constructed in 1871 and was used until the Grand Opera House was opened in 1889. Many of the world's leading artists had visited Shreveport by the end of the nineteenth cen-

tury. Theatrical entertainment seems to have been a vital and integral part of the social and cultural life of Shreveport.

Abstracted by HARRIETT IDOL, *Louisiana State University*

**Luttrell, Wanda, "The Theatre of Memphis, Tennessee," M.A. Thesis, Louisiana State University, 1951.**

The purpose of this thesis is to study the development and the establishment of the theatre in Memphis, Tennessee, during the period from 1829 to 1950. Sources used were contemporary newspapers and magazines, histories of the city, theses pertaining to theatrical activity in the South, city directories, and biographies of actors who played in the South and West before the Civil War.

The study revealed that a lack of theatrical facilities caused the drama to develop slowly; that during the early years the trend was more or less in the direction of variety performances, but after 1849 regular theatres were established, the drama flourished, and with the advent of stars from the East came an appreciation of entertainment of a more aesthetic type.

Abstracted by WANDA LUTTRELL, *Biggers-Reyne High School, Arkansas*

**Magers, Frank, "Problems Involved in a Production of Crest of the Wave, a Comedy by David Preston," M.F.A. Thesis, Texas Christian University, 1951.**

In the first chapters, the candidate analyzed the style of the new comedy and the background of its author. *Crest of the Wave* offered a particularly complicated task, since dance scenes form an integral part of the dialogue. The mere scenic problems, too, require much artistic and technical experience. Therefore, the author devoted much space to questions related to the preparation of the manuscript and the conducting of the rehearsals. Besides analysis and description of play and production this thesis contains the entire original version of the comedy with all changes made during rehearsals. Many photographs, sketches, and charts serve as guide for a better understanding of all production phases of this play.

Abstracted by WALTHER R. VOLBACH, *Texas Christian University*

**Marshall, David B., "A Director's Production Book of Winterset Designed for Arena Staging," M.A. Thesis, University of Michigan, 1951.**

The basic assumption is that production form has a profound effect upon drama and that as a form, the Theatre of Realism with its picture-frame stage has fallen short of its own ideas of "reality" and has failed to evoke any significant work comparable with the great poetic drama of the past. Examining reasons for this failure and considering some developments away from Realism, a flexible plastic staging is suggested as an alternative form in the hope that it may help revitalize the modern theatre.

Usually associated with monumental scenery, *Winterset* is designed in this production book with simplicity. The purpose is to make the spectator an imaginative participant in the experience of the play by concentrating his attention upon the drama's spiritual core rather than impressing him with its external trappings. Although not the most effective of the plastic forms, arena staging is suggested because its relative simplicity will enable community theatres with limited facilities and budgets to reach an ever-expanding audience with more productions, and at the same time provide more opportunities to new dramatists.

Abstracted by DAVID B. MARSHALL, *University of Michigan*

**Orr, Loren E., "A Study of Unit Setting for College Theatre," M.A. Thesis, University of Denver, 1951.**

Due to a limited budget, high production costs and a shortage of theatrical technicians, many colleges have been forced to cut the number of productions per season. The unit setting presented here is designed to meet the needs of colleges faced with the above problems.

The unit setting is constructed to be used for 6 different plays: *Male Animal*, *Ten Little Indians*, *Joan of Lorraine*, *The Time of Your Life*, *Dear Brutus*, and *The Miser*. The set's appearance can be changed completely with the use of paint, a few extra pieces, e.g. a fireplace, and a shift in the position of a part of the set. The cost of the unit is \$200.00 and this does not include any materials that might already be in the scene shop.

The variety of plays intends to show that the set is suitable for any type of play. This unit set should make it possible for a college theatre to have a satisfactory season with a minimum of cost.

Abstracted by MURIEL RITA SNYDER, *University of Denver*

**Paton, Margaret Louise, "Selecting the One-Act Play for High School Production," M.A. Thesis, University of Michigan, 1951.**

By doing research on the nature of drama to discover the basic elements necessary to a well constructed, well written, and worth while play, and by reviewing the factors which must be kept in mind when a play is being considered for a particular situation, certain criteria were established which the high school director could use as a basis for choosing his play. Although nothing can substitute for a knowledge of dramatic literature, these criteria must be kept in mind when a play is in question, and of these the most important item to consider is the quality of the play itself. For a practical application of the research the criteria were applied to about one hundred fifty one-act plays and those best fitting the needs of the high school were written up in the form of an annotated bibliography.

Abstracted by MARGARET PATON, *Michigan State College*

**Pike, Leon A., "An Adaptation of Franz Molnar's 'The Guardsman' to Arena Theatre," M.A. Thesis, University of Denver, 1951.**

This study proposed to adapt the play, *The Guardsman*, by Franz Molnar, to arena theatre, retaining a flavor of early Twentieth Century Europe and a theatricality of character and situation.

The adaptation to the arena theatre was attempted to make *The Guardsman* less difficult for amateur actors by reducing the high degree of character projection so necessary in the conventional frame-stage theatre. This was done by instituting a completely new pattern of movements and a re-emphasis of much of the dialogue with, however, little change in actual wordage.

To gain the fullest audience emphatic response and still retain the necessary degree of character projections, the audience surrounds the acting arena with the esthetic distance cut to a minimum. This theory, however, was neither proved or disproved by presentation of this play under the arena theatre setting, but audience response was judged as favorable and consistent with the belief that as a theatrical piece the production was a success.

It is felt although the arena theatre approach may suffice the needs for the amateur actor, it does serve to limit the audience-actor contact since he can only address a limited number at one time.

Abstracted by BERNARD-THOMAS HARTMAN, *University of Denver*

**Pletcher, Phyllis Natalie, "A History of the British Legal Costume; Its Origins, Variations, and Development from the Late Middle Ages to 1635," M.A. Thesis, University of Michigan, 1951.**

The purpose of this paper is to present as complete a history as possible of the British legal costume between 1300 and 1635 in order that the costuming of members in the legal profession may be facilitated and authenticated.

The majority of the factual information in this thesis is based upon lectures and interviews with Miss Lucy Barton, a treatise by Sir John Fortesque, and William Dugdale's *Origines Juridicales*.

This study covers only the Courts of Chancery, King's Bench, Common Pleas, and Exchequer. The chapter divisions are by kings as they were influential in the legal dress.

This period of time was quite eventful in the development of the legal garb. The profession had already broken away from Church influence, and the entrance of laymen into the field brought new and exaggerated ideas of dress.

Abstracted by PHYLLIS PLETCHER, *University of Michigan*

**Rayfield, Robert Emmett, "A Comparative Study of Eighteen Professional Theatre Directors in New York City: 1940-50,"**

**M.A. Thesis, University of Florida, 1951.**

The leading professional directors on non-musical productions during the period, determined by the number of performances of their plays, were John Van Druten, Antoinette Perry, Carson Kanin, Elia Kazan, Bretna Windust, Mose Hart, George Kaufman, John Wilson, Rose Franken, Elmer Rice, George Abbot, Herman Shumlin, Jed Harris, Arthur Hopkins, Elliott Nugent, Eddie Dowling, Margaret Webster, and Guthrie McClintic. Through analysis of biographical data, personal interviews and correspondence, and the criticism of their major plays, some conclusions were reached.

Some higher formal education and professional theatre experience, other than directing, are prerequisites of the successful director. Directing comedy would seem to assure success. The directors tend toward the "practical results" school of direction rather than the "artistic" or "aesthetic" school. Despite some similarity in techniques of directing, few had any individual theories about their profession. As to suggestions to the educational theatre in training directors for the professional theatre, Margaret Webster, in a letter to the author, writes, "all

the experiences of life are his province and he never stops learning—or never should."

Abstracted by DELWIN B. DUSENBURY, *University of Florida*

**Shafer, Kermit Marlow, "Thirteen Designs for Tragic Drama and Ballet," M.A. Thesis, University of Denver, 1950.**

In this thesis, thirteen set designs for two tragic dramas and two ballets are presented. These settings indicate that the designer need not be confined to the academic style, but rather, fulfilling the physical requirements of the play, et cetera, he must have emotional depth and sensitivity in order to bring out the values of the play.

The two dramas treated are: (1) *Blood Wedding*, and (2) *Twilight Bar*; the two ballets are: (1) *Dark Elegies*, and (2) *Undertow*.

Abstracted by WILLIAM M. BOAST, *University of Denver*

**Steiss, Georganne, "A Study of the Basic Directing Procedures Involved in Arena Theatre Production," M.A. Thesis, West Virginia University, 1951.**

It was the purpose of this study to set forth the basic directing procedures involved in arena theatre production. Examination of source material in theatre history books and periodical literature led to the following conclusions: (1) the director's problem in the arena theatre is one of adapting and modifying those concepts of directing practiced in conventional theatre to fit the four-directional concept of the arena theatre. (2) Movement is more flexible and fluid in the arena theatre because of the effort to reach all four sides of the playing area. (3) Much experimentation on lighting for arena production needs to be done. (4) The novelty of arena staging appears to be giving way to a utilitarian and functional plan for its use. (5) Although the director of arena productions has the actor, the plot, the dialogue, and the stage to aid in interpretation, the physical restrictions of the arena stage will place certain restrictions on the interpretation that can be given to the drama. (6) Plays with fewer characters and less complicated scenery are easier to adapt to the arena medium of production.

Abstracted by JAMES H. HENNING, *West Virginia University*

**Stolzenbach, Conrad, "An Analysis of the Methods of Study of John Barrymore and John Gielgud in Preparing for the Role**



of Hamlet," M.A. Thesis, University of Michigan, 1951.

This thesis attempts to show the methods of study used by John Barrymore and John Gielgud while they were preparing for the role of Hamlet. It notes the events in each actor's early life which might have influenced his methods of study, and then attempts to trace each actor's characterization of Hamlet from its conception to its fulfillment.

It was discovered that each actor's emphasis was on a different aspect of characterization—Barrymore's on the technical aspect of the role, such as voice and movement; Gielgud's on the intellectual aspects of the role, involving a somewhat detached study of written material on the subject.

Abstracted by CONRAD STOLZENBACH, *University of Michigan*

Walstrum, Arthur Donald, "Expressionism as a Movement in the American Theatre," M.A. Thesis, Indiana University, 1951.

Expressionism in the American theatre is generally thought of as a brief period of a few years during the early nineteen-twenties when four or five native plays were patterned after certain German models and produced without much popular success on the New York stage. The purpose of this work is to show that Expressionism in the American theatre was a movement of primary importance in the development of our present dramatic method. The work of Carl W. E. L. Dahlstrom is used as a basis for an elaboration of the various themes which appeared during the period. Detailed discussion is given to his eight elements of the expressionistic theory and to the effects his thinking had upon American playwrights. The expressionistic movement in the American theatre is important in two respects; it gave our drama several plays of individual importance, and it contributed many techniques and devices which have widened our theatrical horizon.

Abstracted by J. EDWIN CULBERTSON, *Indiana University*

Welsh, Willard, Jr., "The Comic Characters of Kaufman and Hart," M.A. Thesis, Stanford University, 1951.

Four popular comedies by George S. Kaufman and Moss Hart were examined to discover the peculiar qualities which make the characters of these plays ludicrous to contemporary American audiences and the principles which govern their action as comic agents.

It was discovered that the comic characters of these plays are deviations from a norm of behavior, drawn from the particular sociological background of New York City in the 1930's, and established in the plays by either a personified norm, a "wise-cracking" *raisonneur*, or a recognizable frame or reference, such as the "average home" for *You Can't Take It With You*. Further analysis revealed that these comic anomalies were, by various deliberate devices, kept from the realm of the painful.

The investigation suggested that the element of thought, in the form of the dramatic argument of the play, was the formal control of character in a comedy. For this reason, *George Washington Slept Here*, in which many characters are non-functional to the argument of the play, was the least successful of all four comedies.

Abstracted by WILLARD WELSH, JR.

Wright, Virginia Alison, "Greek Drama in the Contemporary Intimate Theatre," M.S. Thesis, University of Wisconsin, 1951.

The ever-increasing interest in Greek tragedies in America and the difficulties encountered in their production have made essential an understanding of theatrical techniques of the fifth century B.C. Euripides' *Medea*, as presented at Wisconsin in November, 1950, exemplifies the compromises necessary for modern production.

The immense size of classic auditoria made practical use of masks and stereotyped costumes, and acting techniques were based on portrayal of the heroes of Aeschylus, Sophocles and Euripides for enormous audiences. In a modern intimate theatre, the style of production changes, for the director has at his command all the facilities of the modern stage.

Such conventions as violence offstage, use of only three actors, and no interior scenes are meaningless for modern audiences. The chorus which was so integral a factor in ancient Greek drama must be motivated for modern theatre-goers. Religion greatly influenced classic tragedy writing, and this influence should be understood and altered for acceptance today.

In this thesis the writer discusses the elements of Greek theatre and their application to production of classic Greek tragedy in an intimate theatre of the present.

Abstracted by VIRGINIA WRIGHT

## VI. Speech and Hearing Disorders

Christensen, Arden Hans, "A Quantitative Study of Personality Dynamics in Stut-

**tering and Nonstuttering Siblings," Ph.D. Dissertation, University of Southern California, 1951.**

The purpose of this study was to explore the personality of the stuttering child from the standpoint of differentials of projection. The design of the study was to compare children who stuttered with their siblings, who did not stutter.

The subjects were 30 stuttering children, 26 boys and 4 girls ranging in age from 4 years and 7 months to 12 years and 10 months, and 30 nonstuttering children, 15 boys and 15 girls ranging in age from 5 years and 3 months to 14 years. The nonstuttering children were the siblings of the stutterers and were used as a control group.

Tests administered were the Travis-Johnston Projection Test, Thematic Apperception Test, and the Rorschach. The fathers and mothers of the children were also given the Rorschach and were asked to rate the stuttering child and his sibling on 69 questions.

Scoring systems, including rating scales, were devised and the data were treated statistically. A partial reliability check was accomplished by submitting ten complete protocols from each test to two independent judges. The *r*'s computed were, respectively .92 and .89.

Findings. (1) The stutterers projected significantly further in a situation involving nursing at the breast. (2) The siblings projected significantly further in a situation involving punishment by a male. (3) The siblings identified the parent significantly more in situations where the child might interpret his actions as displeasing to the parent. (4) The siblings projected significantly more happiness to both the children and parents in pictures which might be interpreted as involving punishment, or rejection. (5) The siblings gave significantly more words to the blank (white) card and to pictures which furnished opportunity to express attitudes of aggression. The stutterers identified significantly more with a male figure when projecting to such a picture. (6) Siblings projected more action to a picture which provided opportunity to express attitudes of depression. Stutterers identified significantly more with a female figure when projecting to such a picture. (7) The stutterers projected significantly more sadness and choking than the siblings. They saw significantly more unfavorable outcomes in pictures which furnished opportunity to express attitudes of aggression. (8) The stutterers projected significantly more hostility toward 'man.' This was looked upon

as occurring sometime in the future. (9) The stutterers reacted significantly faster, gave significantly more human detail (Hd), and anatomical (At) responses to card VI. (10) The stutterers reacted significantly faster to achromatic cards and to those which afforded them a chance to express worries, hope for escape, or ambitions. (11) The siblings gave more responses and especially more animal responses to card VIII. (12) The siblings projected significantly more initial and additional human (H) responses than the stutterers. (13) The siblings projected significantly more additional animal movement (FM) responses than the stutterers. (14) The stutterers projected significantly more additional space (S), and additional color-form (CF) responses than the siblings. (15) The stutterers and siblings did *not* project significantly different form responses (F). (16) The siblings projected significantly more human and animal figures, as opposed to parts of human figures, not anatomical, and parts of living animals. (H+A): (Hd+Ad). (17) The siblings projected significantly more sum C in relation to M. (M:sum C). (18) Basic Rorschach scores showed that none of the fathers or mothers could be rated as Level I (adequacy). (19) The fathers and mothers agreed in their ratings that: (a) the stutterers are more nervous than their siblings, (b) the stutterers get upset more easily than their siblings, and (c) the stutterers feel worse than their siblings when they are disciplined.

This study did not settle the issue of what might be the causes and what might be the consequences of stuttering in children. It simply sought to discover personality differences between the stutterer and his nonstuttering sibling.

Abstracted by ARDEN H. CHRISTENSEN, *University of Southern California*

**Neely, Keith K., "The Effect of Oral Practice in the Presence of Different Conditions of Side-Tone upon the Rate and the Sound Pressure Level of the Speech of a Group of Stutterers," Ph.D. Thesis, The Ohio State University, 1951.**

This study reports an investigation of the effects of oral practice in the presence of three conditions of side-tone delay upon the rate and the sound pressure level of the speech of a group of stutterers. Eighteen male adult stutterers served as subjects and were placed in six groups of three subjects each. Each subject practiced reading aloud with a side-tone delay of 0.001090 second which approximates one of

the normal side-tone delays. Similarly they practiced with a side-tone delay of 0.000356 second which approximates the minimum propagation time of sound from the vocal folds to the cochlea. In addition they practiced reading aloud with a side-tone delay time of 0.000678 second which approximately bisects the other two delay times. Six hypotheses were formulated for test. These could be summarized as, "There is no difference in the rate of speaking and the sound pressure level of stutterers who have practiced reading aloud with delays of the side-tone of 0.001090 second; 0.000678 second; and 0.000356 second (A. tested with a side-tone delay of 0.001090 second; B. tested with a side-tone delay of 0.000678 second; C. tested with a side-tone delay of 0.000356 second)." The measurements obtained in this study were duration (seconds) and sound pressure level (bels). The subjects were tested (reading five- and fifty-syllable phrases which had been equated for duration and sound pressure level) under each of three conditions of side-tone delay at the beginning, the middle, and the end of each experimental session. The measurements of duration of the five five-syllable phrases were averaged and the mean provided a score for the analyses; for the fifty-syllable phrases one over-all measurement was made and this provided a basic score for the analyses. In obtaining the sound pressure levels the peak displacements (of the three highest peaks as recorded on a power level meter) for the five five-syllable phrases were averaged and the fifteen highest peaks for the fifty-syllable phrases were averaged and these means provided basic scores for the analyses. Triple- and double-classification analyses of variance were employed in evaluating the data. On the basis of the results obtained from the analyses there was a significant difference in sound pressure level when the stutterers practiced reading aloud with a side-tone delay of 0.001090s second (a side-tone delay which approximates the airborne normal side-tone). There was also a significant change in the rate of speaking when the subjects practiced reading aloud with a side-tone delay of 0.000356 second (a side-tone delay which approximates the minimum propagation time from the vocal folds to the cochlea). It may be noteworthy that when there was a significant change in sound pressure level there was no change in rate of speaking. Similarly when there was a significant change in rate of speaking there was no concomitant change in the sound pressure level.

Abstracted by FRANK B. ROBINSON

**Barnes, Mary Louise, "A Study of the Attitudes of Parents and Teachers Toward Children Who Stutter," M.A. Thesis, Ohio University, 1951.**

The aims of this study are twofold. First, to determine whether or not there are significant differences between the attitudes of conditioned and non-conditioned parents toward stuttering. Second, to discover whether or not the attitudes of the subjects cooperating in this study can be classified as objective or non-objective.

Four groups of subjects were selected and the test of Attitude Toward Stuttering by Johnson and Ammons was administered.

The results indicate:

- a. The parents in the experimental group seem to have a more objective attitude than the parents in the control group.
- b. The teachers who had formal education in relation to stuttering, tend to have a more objective attitude than the teachers who had no education.

Abstracted by CLAUDE E. KANTNER, *Ohio University*

**Bearss, Marjorie L., "An Investigation of the Effect of Penalty on the Expectancy of Frequency of Stuttering," M.A. Thesis, Purdue University, 1951.**

The purpose of this study was to investigate the effect of random electric shock on the expectancy and frequency of stuttering during successive readings of the same material. Twenty college stutterers served as subjects. These were divided into groups A and B. Subjects read a 331-word passage ten successive times on two different days. Shock was administered on first five readings for group A on day I. Group B received shock on last five readings on day I. On day II the order of groups and order of shocking was reversed. Before each reading, subjects underlined words on which they expected to stutter. Three observers counted blocks with a high degree of reliability. Shock was through finger-ring electrodes. Analysis of variance treatment of the data revealed (1) no significant difference in mean number of blocks under shock and no-shock conditions; (2) a significant difference between mean number of blocks under both conditions on day I; (3) adaptation phenomenon was present under both conditions; (4) no significant difference between mean expectancy of stuttering under both conditions; (5) the adaptation phenomenon occurred for expectancies under conditions of shock whereas it did not appear under no-shock conditions; and (6) the relationship between ex-

pectancy and actual frequency of stuttering was different under conditions of shock as compared to no-shock.

Abstracted by M. D. STEER, *Purdue University*

**Becker, Marshall A., "An Investigation of the Efficiency of a Modified Form of the Massachusetts Group Pure Tone Screening Test, as Used in the Syracuse University Freshman Testing Program," M.A. Thesis, Syracuse University, 1951.**

The present study was designed to measure the efficiency of a revision of the Massachusetts test used at Syracuse University in the Freshman testing program, by comparing the data used in the testing program with a set of arbitrary limiting criteria.

The following criteria was set up as a limit of efficiency; no more than 10% of the population should fail the pure group test but pass the individual test and no more than 5% should be misclassified by passing the group test but failing the individual test.

The following conclusions were drawn from the study: (1) a program combining more elaborate instruction for the subjects and more detailed and careful administration of the test would appear to be desirable, in that there might well be a lesser number of needless retests. (2) The arbitrary limit of ten per cent imposed on the needless retest category would indicate too strict a testing situation under which the present study was done. A limit of 15% to 20% would be more realistic. (3) The revision of the Massachusetts Group Pure Tone Screening Test, as used at Syracuse University, is generally an efficient test.

Abstracted by DR. LOUIS M. DiCARLO, *Syracuse University*

**Bennett, Leila P., "An Index of the Availability of Surgical, Prosthodontic, and Orthodontic Care and Financial Aid to Individuals with Cleft Palates," M.A. Thesis, Ohio University, 1951.**

The purpose of this thesis is to provide an index of the availability of surgical, prosthodontic, and orthodontic care and financial aid for individuals with cleft palates. The method used for gathering the data was to send questionnaires and cover letters to those hospitals listed in the September, 1950 *Journal of the American Medical Association* as having resident staffs in otolaryngology, pediatrics, surgery, plastic surgery, and/or general practice. The forms were also sent to all approved medical and

dental schools in the country. Three welfare groups in each state were contacted for information:

- (1) Crippled Children's Commissions.
- (2) Societies for Crippled Children and Adults
- (3) Boards of Welfare

Sixty-six per cent of the organizations surveyed responded. Of the sixty-three per cent of the hospitals, medical and dental schools that replied, seventy-three per cent indicated that facilities were available. Eighty per cent of the welfare groups replied, and eighty-one per cent of this group indicated the availability of financial aid.

Abstracted by CLAUDE E. KANTNER, *Ohio University*

**Blue, C. Milton, "A Follow-Up Study of Cases Appearing at the L.S.U. Speech and Hearing Clinic from February, 1947 to January, 1951," M.A. Thesis, Louisiana State University, 1951.**

This study attempts to (1) evaluate from the patient's point of view the work of the Speech and Hearing Clinic during the period covered; and (2) analyze the type of disorder encountered. Records of the Clinic were examined, and questionnaires sent to all former patients or their parents. The patients were classified under three headings: adult students, adult non-students, and children.

Most adult patients, and the parents of practically all children, considered their training as of great value, those attending regularly and willingly having received the greatest benefit. Of the personality aspects studied, confidence, self-esteem, enthusiasm and happiness seem to have improved in the great majority of cases, such improvement being especially noticeable in the children.

There is no indication that for the adults the presence of speech defects has influenced the occupation or plans for a vocation.

Abstracted by GILES WILKESON GRAY, *Louisiana State University*

**Boone, Jerry Neal, "A Study of the Effect of Hearing Loss of Freshmen at the University of Florida on Selected Measures of Their Achievement," M.A. Thesis, University of Florida, 1951.**

Two groups of freshmen were compared with regard to scores on the survey section of the Diagnostic Reading Test; scores on the American Council on Education Psychological Examination; academic achievement for the first semester, 1950-1951. One group consisted of 940



students found to have normal hearing. The second group was made up of 57 students found to have a hearing loss of at least 20 decibels for two or more frequencies in either ear. The comparisons were analyzed to determine whether significant differences existed between the achievement of the two groups.

Descriptive data showed that the hard of hearing freshmen differed markedly from the normal hearers only in that those with hearing loss contained a higher percentage of veterans and males and were older.

Relative to achievement, it was found that those students with hearing loss had a slightly higher record of academic achievement although this difference did not meet the critical one per cent level of confidence. There were no reliable differences between the two groups in the abilities measured by the psychological examination and the reading test.

Abstracted by JERRY NEAL BOONE, *Tennessee Hearing & Speech Foundation, Nashville, Tenn.*

**Bram, Roberta Rose, "A Survey of the Services of The University of Wisconsin Speech and Hearing Clinic During the Period from 1945 to 1950," M.S. Thesis, University of Wisconsin, 1951.**

In view of the fact that no previous survey has been made with the intention of revealing whether the services of The University of Wisconsin Speech and Hearing Clinic have been of any value other than their education worth to the therapy student, it was decided to make a preliminary investigation along these lines.

The mail questionnaire was utilized as the method of surveyance in this project. Of the two hundred thirty-eight outgoing questionnaires, a total of 52.5% were in some way answered and returned to their author.

Each of the various clinical services evidenced its areas of especial usage and value. Within the studied group of one hundred nineteen persons formerly diagnosed as suffering from delayed speech, general articulatory problems of children, reduction in auditory acuity, or spasmodic dysphemia, it was noted that the influence of various forms of clinical services varied in almost inverse proportion according to the type of case being aided and the consequent decision as to the most effective service available for the categorical problem.

Abstracted by ROBERTA BRAM

**Brandfon, Winifred, "Speech Problems of the Mentally Retarded Child: A Study Based**

**on Case Histories," M.A. Thesis, Louisiana State University, 1951.**

Analysis of the speech of six subnormal children in a special class—two mongoloid girls and one mongoloid and three "simple mentally retarded" boys—and five additional children of whom case studies were made, revealed that the speech of the eleven retarded children resembled in kind but exceeded in degree the articulatory disorders found among young children. Language facility in general varied with the degree of the amentia.

Abstracted by LOU KENNEDY, *Louisiana State University*

**Burtscher Jr., Henry Thomas, "The Operation of Frustration in the Transition to and the Development of Secondary Stuttering," M. A. Thesis, University of Denver, 1951.**

It was the hypothesis of this study that frustration is a primary factor in the transition from primary to secondary stuttering and an operating factor in the further development of secondary symptoms.

Evidence was cited which seemed to indicate that much of the performance of the secondary stutterer is the result of pressures in the semantic environment of the stutterer which results in a psychobiological breakdown due to a lowered frustration tolerance.

The known aspects of frustration and of stuttering were discussed and an attempt was made to integrate the material presented on the two phenomena. Because of an existing lack of information, certain hypotheses were advanced as suggestions for further research.

Abstracted by CLAUDE A. STANTON, *University of Denver*

**Bush, Phyllis I., "A Study of Speech and Hearing Rehabilitation Needs in State-Sponsored Homes for Dependent Children," M.A. Thesis, University of Nebraska, 1951.**

In a survey of 21 state-sponsored homes for dependent children, the 20 responding homes revealed these findings: (1) The total population of these homes is 4,083, of whom 3,834 are of school age. (2) 115 children, or 2.8%, are recognized speech defectives. The range of incidence reported varied from 0% to 24.8%. (3) 112 children, or 2.7%, are recognized hearing defectives. The ranges reported were from 3/10 of 1% to 15.5%. (4) Various facilities are available for speech and/or hearing rehabilita-

tion, some of which exist within the homes, the majority outside.

Three general conclusions seem warranted: (1) The wide divergence of reported incidents of speech and hearing difficulties suggest that many of the homes are not identifying a large percentage of their speech and/or hearing defective children. (2) Most speech and/or hearing defective children reside in homes where no therapeutic services are available. (3) Homes for Dependent Children are making an inadequate use of referral to available professional facilities for Speech and/or Hearing Therapy. Abstracted by LEROY T. LAASE, *University of Nebraska*

**Cameron, Robert M., "Group Pure Tone Hearing Testing of Entering Stanford Students," M.A. Thesis, Stanford University, 1951.**

The hearing of 1540 entering Stanford University students was tested with a pulse tone type of pure tone hearing test. The sound source was a pure tone audiometer. The tones were presented in spurts by means of a mechanical interrupter. Five frequencies, 512, 1024, 2048, 4096, and 8192 cycles per second were presented at sensation levels of 35, 25, 15, 10, 5, and 0 decibels for each ear separately. Groups of 30 were tested, each subject recording the number of spurts of tone that he heard at each presentation. Of the 218 students failing the group test, 189 reported for individual pure tone tests. One hundred forty-two audiograms were selected for a comparison of thresholds with those obtained on group test papers. Measures of the algebraic mean differences in decibels between group test and individual test and the standard error of the mean were computed. The obtained measures indicated that, on the whole, the group hearing test was measuring hearing loss with satisfactory accuracy. Abstracted by ROBERT M. CAMERON, *Stanford University*

**Carr, Josephine, "An Investigation of the Spontaneous Speech Sounds of Five-year-old Deaf-born Children," M.A. Thesis, State University of Iowa, 1951.**

This study was an investigation of the spontaneous speech sounds of five-year-old deaf-born children. Using the technique of O. C. Irwin, three separate phonetic transcriptions were made of the sounds produced during thirty breath units of each of forty-eight subjects.

The data indicate that the five-year-old deaf-born children studied used both front vowels

and front consonants more than they used other vowels and consonants. Usage of vowels by the deaf-born children resembles the usage of vowels by hearing infants of 11 to 12 months. Usage of consonants by the deaf-born children resembles the usage of consonants by hearing infants at several different age levels. All subjects used vowel sounds more than they used consonant sounds.

The writer suggests that teachers of the deaf take advantage of every opportunity to discover the spontaneous speech sounds used by deaf-born children in their classes and to utilize these sounds in their daily speech activities to insure the retention of these sounds by the children.

Abstracted by MARION F. FREEL, *State University of Iowa*

**Chworowsky, Carol Ruth, "A Comparative Study of the Diadochokinetic Rates of Stutterers and Non-stutterers in Speech Related and Non-speech Related Movements," M.A. Thesis, University of Wisconsin, 1951.**

The diadochokinetic rates of ten stutterers ranging in age from twelve years ten months to thirty-two years were compared with a control group, matched as to age and sex, of non-stutterers. The Sylrater, designed and built by Dr. John V. Irwin and Dr. Orville A. Becklund, which is an electro acoustic device, was used to measure the rates. The rates of both groups were recorded in the repetition of the sounds (pv), (tv), and (kv), and the movements of tapping of the preferred hand, the non-preferred hand, and both hands. Groups were tested under normal clinical conditions, under observation, and under emotional strain—in this experiment frustration was used as a means of engendering emotionality. A statistical analysis of variance revealed no significant differences, at the five per cent level, between the groups of any of the tests.

Abstracted by CAROL CHWOROWSKY

**Dew, Rosemary, "Electroencephalographic Study of Stutterers During Sleep," M.A. Thesis, University of Virginia, 1951.**

Results based upon an electroencephalographic study of sixteen adult stutterers during sleep are presented. The brain waves during drowsiness revealed that all subjects had 20 to 30 per second low voltage activity strongly, moderately or weakly expressed in the frontal and parietal lobes of both hemispheres. Normal

controls rarely have this activity during drowsiness after the age of six. However, 20 to 30 per second activity is present to a marked degree in young children. The implication of the rapid activity in stutterers is that the process of cortical maturation has apparently not progressed to the point of adequate specialization. Further support is given this EEG evidence of lack of cortical maturation in that the stutterers here studied showed evidence of faulty coordination and a high percentage of mixed dominance.

Abstracted by DR. WALTER O. KLINGMAN, *University of Virginia Hospital*

**Fox, Lester, "A Survey of Speech Difficulties In Selected Schools of the County of Kauai, Territory of Hawaii," Master's Thesis, The University of Hawaii, 1951.**

A horizontal study of 1489 children in grades one, three, five, and nine was conducted in five selected schools, County of Kauai, Territory of Hawaii. The personal interview method was used throughout. Retests were given to all definite or doubtful cases.

Of the total school population tested, 23.4% were found to have one or more types of speech difficulty. Articulatory difficulty constituted 14.5%; Voice 5.6%; Rhythmic difficulty 1.4%. The author found that articulatory errors were at their height in the first grade (72.6% of all defects) and dropped to 50% by the ninth grade. The greatest single decrease occurred between the first and third grades. It was found in this survey that the incidence of rhythmic problems increased steadily from .6% of all tested in grade one, to 2.2% in grade nine. Twice as many boys as girls were found in this survey to have one or more types of speech difficulties.

Abstracted by LESTER FOX, *The University of Hawaii*

**Golub, Arnold Jason, "The Influence of Constant and Varying Word Stimuli on Stuttering Adaptation," M.A. Thesis, State University of Iowa, 1951.**

The purpose of this study was to compare the course of stuttering adaptation under three conditions: Condition I, the control condition, consisting of successive readings of the same 100-word list; Condition II, consisting of successive readings of five different 100-word lists; Condition III, consisting of five successive readings of a 100-word list, half the words of which were kept constant for all readings and half of which were changed for each reading.

Adaptation in Condition I was similar to adaptation in previous studies using reading passages revealing a statistically significant decrease in the frequency of stuttering from the first to the fifth reading of the same word list. Adaptation in Condition II followed a general downward-upward course. Adaptation Curve III for Condition III was midway between Curve I and Curve II. A breakdown of Condition III into IIIa and IIIb (the varying word stimuli and the constant word stimuli, respectively) resulted in an adaptation curve for IIIa which resembled Curve II and one for IIIb which resembled Curve I.

Abstracted by MARION F. FREEL, *State University of Iowa*

**Gray, Eugene Taylor, "An Experimental Study of the Influence of Experience on Teachers' Identification of Speech Defects," M.A. Thesis, West Virginia University, 1951.**

Recorded samples of defective and acceptable speech were presented to groups of teachers with varying amounts of teaching experience. The teachers were asked merely to identify each speech sample as "normal" or "defective." All judges used had "normal" auditory acuity by audiometric test, and ranged in teaching experience from "none" to "twenty-nine years." Statistical results indicated little variation among the groups as determined by length of experience, a mean difference of .2 being found. The standard deviations indicated a tendency for the more experienced group to spread its ratings. "t" scores between the groups indicated no significant difference, the highest being .963. The conclusion reached was that, so far as this study showed, added years of teaching experience alone do not influence the accuracy of a teacher's identification of speech defects beyond chance.

Abstracted by JAMES H. HENNING, *West Virginia University*

**Grossman, Donna J., "A Study of the Parents of Stuttering and Non-stuttering Children Using the Minnesota Multiphasic Personality Inventory and the Minnesota Scale of Parents' Opinions," M.A. Thesis, University of Wisconsin, 1951.**

Personality and attitude characteristics of forty-two parents of stuttering children and forty-two matched control parents of non-stuttering children were compared, using the Minnesota Multiphasic Personality Inventory and the Minnesota Scale of Parents' Opinions.

Through analysis of variance, a statistically significant difference indicates that the stutterers' parents interpret MMPI items more atypically than the non-stutterers' parents. Pattern analysis, statistical and non-statistical, yielded no significant differences.

A MSPO difference, statistically significant beyond the 1% level, indicates that the stutterers' parents, compared with the controls, place less emphasis upon active as opposed to passive child social participation and responsibility, and show marked disability to interpret efficiently the desirability and undesirability of specific child behavior traits and their influence upon child social and emotional adjustment.

Abstracted by DONNA GROSSMAN

**Hartman, Bernard Thomas, "A Study of Possible Dedifferentiation of Auditory Function in Brain-Injured Individuals,"** M.A. Thesis, University of Denver, 1951.

The purpose of the study was to experimentally ascertain whether or not dedifferentiation of function in the auditory modality is a generalized symptom of adult aphasics with a primarily receptive language disturbance. Dedifferentiation of function in this study was limited to the breakdown of the ability of the organism to differentiate between auditory stimuli in the foreground and auditory stimuli in the background of a given percept.

A test of dedifferentiation in the auditory modality was devised. This test consisted of two recordings of single concrete-object words selected from various aphasic examinations. One set of words was accompanied by a saw-tooth wave noise and the other set was recorded in silence.

An experimental procedure was followed in administering the test to equivalent groups of brain injured and non brain injured subjects (ten subjects comprising each group).

Statistical analysis of test scores revealed the following results:

1. No significant difference (0.712) existed between the scores of the normal and brain injured groups on the test with no background noise.
2. No significant difference (0.142) existed between the scores of the test in silence and the test in noise with the normal group.
3. A significant difference (6.32) existed between the test performance of the brain injured and the normal groups on the test with background noise.
4. A significant difference (5.42) existed between the test performances of the brain injured

group on the test in silence and the test in noise.

This study suggests that dedifferentiation of function in the auditory modality is a generalized symptom of brain injured adults.

Abstracted by GERALD WHITE, *University of Denver*

**Hervey, Wesley D., "A Survey of Speech Defects in Selected Schools in Honolulu, Territory of Hawaii,"** M.A. Thesis, University of Hawaii, 1951.

The purpose of the study was to discover the number of children with speech handicaps of a nature serious enough to call for treatment by a speech therapist.

The personal interview technique was used in this study as well as a modification of the Mildred Templin Non-Diagnostic Articulation Test. Three schools were selected on the basis of their location in various socio-economic areas. Children in grades one through six were included in the study. The local dialectal pattern was not dealt with in this evaluation. Seventeen hundred and forty-three elementary school children were surveyed.

The Honolulu speech survey results show unusually high percentages in the area of articulatory defects when compared with speech surveys completed in other parts of the United States. It was found in Honolulu that 505 children or 28.88 per cent of the population had articulatory defects; 254 or 14.16 per cent had severe articulatory defects. Forty-four children or 2.52 per cent of the population tested had voice defects; 20 children, or 1.15 per cent of the population tested stuttered.

Abstracted by W. D. HERVEY, *University of Hawaii*

**Hunter, Addie, "A Study of the Speech and Hearing of Girls in Geneva, Nebraska State Training School,"** M.A. Thesis, University of Nebraska, 1951.

A study was made of the speech and hearing of 115 white, Negro, and Indian girls who were residents of a state training school for juvenile delinquents. Individual diagnostic speech and hearing tests were administered. Speech was classified according to three levels of proficiency, and hearing was classified according to four levels of acuity.

The incidence of "defective" speech within this group is comparable to commonly accepted figures for an unselected population. The incidence of "unsatisfactory" speech is considerably



greater than that expected of an unselected population. The incidence of "critical" hearing losses were within the range of figures considered representative of seriously impaired hearing of an unselected population. The incidence of "slightly defective" hearing was greater for this group of subjects than that expected of an unselected population.

It appears that there is very little, if any, relationship between either the seriously defective speech or severe hearing losses of this group and delinquent behavior. It appears that delinquency and both "slightly defective" speech and "slightly defective" hearing may be related. Abstracted by LEROY T. LAASE, *University of Nebraska*

**Joseph, Estelle S., "A Summary of Data Obtained at the Conservation of Hearing Center of Syracuse University," M.A. Thesis, Syracuse University, 1951.**

Purpose of study: to summarize case histories and examination data in the files in the Conservation of Hearing Center. The period included in the study was from 1947 to 1950.

Fifteen conclusions were drawn from the study concerning the incidents of the etiology, types of hearing losses. Also other data were correlated with emotional problems, incidents of speech defects, psychological and malingering episodes. The study manifested an early detection of deafness and aural rehabilitation require the combined efforts of specialized professions. Effect of prevention of deafness and conservation of hearing and services to the acoustically impaired is adequately provided only when deafness is viewed as a medical, educational, psychological, and social problem.

Abstracted by DR. LOUIS M. DiCARLO, *Syracuse University*

**Kenan, Nil Harrison, "The Effect of Varying Lengths of a Hide-Away Ear Tube on Threshold and Discrimination," M.A. Thesis, University of Oklahoma, 1951.**

The purpose of the experiment was to determine the effect, if any, of 6", 9", and 12" hide-away ear tubes on speech reception thresholds and discrimination scores for ten "normal" and thirty hard-of-hearing listeners.

Scores for both types of tests (speech reception and discrimination) and for both groups were tabulated with and without the tubes. The results were analyzed statistically for significant differences between the scores obtained under the different conditions and between the two groups of listeners.

Articulation curves were plotted for the "normal" hearing group with and without the tubes to determine the differences in the shape and rise of the curve under the varying conditions.

Results indicated: (1) The tubes introduced an attenuation factor (raised speech threshold) which increased with the added length of the tubes (5, 7, 8 decibels respectively) and was in every instance statistically significant. (2) The tubes seemingly had little effect on speech intelligibility at a level 40 decibels above the speech threshold. (3) Persons with moderate hearing losses can probably employ the tubes with little sacrifice to hearing acuity.

Abstracted by JOHN W. KEYS, *University of Oklahoma*

**Kester, Marjorie J., "A Pure-tone Audiometric Test for Pre-School Children," M.A. Thesis, University of Wisconsin, 1951.**

It was the purpose of this study to develop an audio-metric test for pre-school children that would (a) give clinically useful threshold audiograms, and that would (b) provide a dependable method of screening the acuity of these young children.

In an attempt to achieve these objectives, a motivated, restricted free field type of test was devised. A standard pure-tone audiometer and associated amplifier were used as the source of the sound stimulus. The response noted was the normal turning movement toward the source of motivation as the sound stimulus was received. An electric train and airplanes resting on a spindle and mounted on a turntable were used as the sources of motivation.

Twenty-one hearing and nine hard of hearing pre-school children were used for the study. Results of the study showed the test to be a valid and reliable method of testing the general hearing acuity of pre-school children, or as a quick and accurate method of screening these children.

Abstracted by MAJORIE KESTER

**Kirkpatrick, Caleb J., "Pittsburgh Clergymen and a Speech Clinic," M.S. Thesis, University of Pittsburgh, 1951.**

A questionnaire was used in face-to-face interviews of a representative sample of Pittsburgh clergymen. Sixty-eight per cent of the clergymen knew of persons with defective speech, but less than two-thirds of these also knew of a place of some sort for the training or treatment of persons with speech defects. Institutions with American Speech and Hearing

Association members on their staff would have received fewer referrals than others would have received. Further data is also given concerning suggested referrals and investigation procedures.

The data tended to confirm that a portion of the clergymen could have been helped in their speech development by further training in the form of analysis and recommendations by a qualified speech clinic. A smaller portion now have difficulties which might be helped in this manner. Others would be interested in a periodic analysis with recommendations designed to help develop or maintain high standards of professional speech.

Abstracted by CALEB J. KIRKPATRICK, *University of Pittsburgh*

**Kodman, Francis, Jr., "A Radiographic-Psychophysical Study of the Nasality of Eight Cleft Palate Subjects Fitted with a Speech Appliance," M.A. Thesis, University of Pittsburgh, 1951.**

This study has attempted to furnish some clues to the prosthodontist and to study the structures contributing to nasality. The following positions were x-rayed: rest, [ɑ] with speech appliance, [ɑ] without speech appliance, [u], [i], [æ], [m] and a reading sample. Each sound was recorded simultaneously with the radiography. Fifteen judges rated each sound on a three-point nasality scale. Based on the ratings, the subjects were divided into four most nasal and the four least nasal for each sound and for the reading sample. Based on the above division, a statistical analysis was made of the physiological diameters which were incisor opening, tongue-obturator, pharyngeal width and obturator-pharyngeal wall. No statistically significant differences were found between the more nasal group and the less nasal group.

Abstracted by FRANCIS KODMAN, *University of Pittsburgh*

**Mast, Vernie Ruth, "Level of Aspiration as a Method of Studying the Personality of Adult Stutterers," M.S. Thesis, University of Michigan, 1951.**

It was the purpose of this study to determine whether the stutterer is significantly different from the normal speaker in terms of degree of desire for success, referred to as the level of aspiration, as measured by the Carl Hollow Square, a form-board type test involving twenty trials.

To determine the level of aspiration the subject was presented with a deceptively easy

but frustrating task which was set up to obtain much ego involvement. Unknown to the subject was the prearranged performance scores which included a number of failures. After each test score was given, the subject was asked to predict his score on the next test. His goal discrepancy was the mean difference between each prediction and his achievement in the previous trial, and these discrepancy scores were compared with those of a normal speaking group. In comparing the two, the stuttering group's score was significantly lower than that of the normal group indicating that the stuttering group's defenses against failure were overly cautious or in the defeatist category. Abstracted by VERNIE RUTH MAST, *University of Michigan*

**Palmer, David Edwin, "The Relation of Birth Order and Maternal Age to Congenital Oral Cleft Occurrence," M.A. Thesis, University of Michigan, 1951.**

Do maternal age and birth order influence the occurrence of congenital oral clefts? If so, do children born to older mothers, or born later in the sibling sequence, have a relatively greater chance of manifesting clefts of the lip and palate? A group of 496 oral cleft patients from the University of Michigan Hospital is compared in respect to birth order and maternal age with all of the children born in the same area during the same period.

The maternal age distribution for oral cleft cases is found to deviate significantly from that of the total population, but there is no consistent trend which might indicate that advancing maternal age brings with it an increased probability of oral cleft occurrence. Males, especially those with cleft lip plus palate, displayed greatest deviation.

The birth order distribution for oral clefts did not differ significantly from total population standards, although the slight deviation which did exist were consistent. The "pregnancy order" influence reported previously by Phair is shown to be largely the result of an inappropriate comparison.

Abstracted by DAVID E. PALMER, *University of Michigan*

**Pass, Mary Florence, "An Inquiry Into the Relationship Between Spelling and Articulatory Defects in High School Freshmen," M.A. Thesis, University of Alabama, 1950.**

The purpose was to discover the relationship between articulatory and spelling of 296 high

school freshmen. The articulatory test consisted of an original story containing key words in which various sounds and combinations were represented. The subjects read the story and the examiner checked the errors of substitution, omission and distortion. Scores were on the basis of the number of articulatory errors thus noted.

The spelling test consisted of a list of 200 words also selected by the investigator. These words were those which ninth grade students had found difficult to spell or to pronounce. Students were scored on the basis of the number of words misspelled.

With a co-efficient of .62 the author concluded that there was a high correlation between errors in spelling and in articulation. The way many words were misspelled indicated the students first mispronounced them and spelled the word as pronounced. The author concluded that there was need for both corrective speech and better teaching of spelling in the classroom.

Abstracted by T. EARLE JOHNSON, *University of Alabama*

**Pearson, Jack Edward, "A Speech Reception Test for Young Children," M.A. Thesis, University of Michigan, 1951.**

The purpose of this thesis was to develop a clinically useful speech reception test for young children based on criteria from accepted speech reception tests. These criteria were reasonably met by using familiar monosyllabic nouns and corresponding pictures. The grouping of the nouns results in 2 separate tests, "A" and "B," that are phonetically dissimilar within each group. The groups are homogeneous at given intensity levels. A description of the test administration and scoring is given.

Tests "A" and "B" were evaluated by comparing their thresholds with thresholds from the Harvard Auditory Test No. 9 on 30 adults. It was found that "A" and "B" are closely related to the Harvard Test ( $r=+.95, +.94$ ); The tests give approximate 10 db lower thresholds than the Harvard Test. "A" and "B" are equal and interchangeable. With standardization, these tests should give a valid assessment of a child's hearing loss for speech.

Abstracted by JACK E. PEARSON, *University of Michigan*

**Penson, Edward M., "An Exploratory Study of the Effect of Thiamin Hydrochloride on Adults Who Stutter," M.A. Thesis, Ohio University, 1951.**

The purpose of this thesis is to study the

effect of thiamin hydrochloride (vitamin B<sub>1</sub>) on adults who stutter. The thesis explores the advisability of more intensive and extensive research in this area.

Seventeen subjects were selected out of a group of male students who were enrolled in the Ohio University Speech and Hearing Clinic. Eight of these students were given 100 mg. of thiamin hydrochloride once each day for five weeks and a placebo or sugar capsule for the next five weeks. The nine other subjects received the placebo for the first five weeks and thiamin for the second five weeks. Weekly judgments of improvement, great improvement, worse, much worse, or generally unchanged were made by the subject, a student assistant and the writer.

There seemed to be enough indication of some possible contribution of thiamin to the facilitation of speech training to warrant further investigation.

Abstracted by CLAUDE E. KANTNER, *Ohio University*

**Sachs, Marvin H., "A Survey and Evaluation of the Existing Interrelationship Between Speech and Mental Deficiencies," M.A. Thesis, University of Virginia, 1951.**

The purpose of this study was to discover the incidence and nature of speech defects present in a population of mentally defective persons between the ages of ten and twenty by means of a survey conducted at the Lynchburg State Colony, Colony, Virginia, and to study and evaluate where possible the significance of the interrelationships that may exist between the existing speech and mental deficiencies.

A total of 210 cases were examined and diagnosed. Only those cases having a psychological status of borderline, moron, and imbecile were examined. The age span of the cases ranged from ten to twenty. Every patient in this group excepting those on parole or escape was diagnosed.

The following were among the interesting and significant results:

Speech defects were present in fifty-seven per cent of the 210 cases examined.

Of the total cases examined, twenty-one per cent had articulatory defects, seven per cent had phonatory defects, nine-tenths per cent had rhythm defects, twenty per cent had articulatory and phonatory defects in mixed form, and seven per cent were diagnosed as having unintelligible speech.

Speech defects in mental deficiency are, in the majority of cases, severe in nature.

A need for speech therapy in mental defective populations exists.

Abstracted by MARVIN SACHS

**Shepherd, Raymond Francis, "Linguistic Problems Underlying the Theory and Practice of Speech Correction," M.A. Thesis, Cornell University, 1951.**

A balanced approach toward Speech Correction should include a linguistic basis as well as psychological and physiological bases. The purpose of this study is to suggest some important linguistic principles to be included in the balanced approach, and to investigate the extent of this linguistic basis in current Speech Correction texts.

The linguistic principles presented are those of language change, phonemic patterns, phonetic analysis, and the process of acquiring speech. In regard to the principle of phonemic pattern, the author points out that the Speech Correctionist, in order to be able to appreciate the foreign-dialect case, must have a complete knowledge of the phoneme concept. This is true because two sounds belonging to different phonemes in English may belong to the same phoneme in the native language of the foreigner.

The author evaluates sixteen textbooks referred to throughout his study and places them, according to their linguistic approach to speech problems, into the following three categories: relatively reliable, inconsistent, relatively unreliable. He attributes the misconceptions of the writers of these books to omission of the linguistic principles.

Abstracted by WINIFRED BRANDFON, *Cornell University*

**Silverstein, Bernard, "An Experimental Investigation of Several Approaches to the Re-education of Persons with Expressive Aphasia, including Drill Material for a Phonetic Approach to Retraining," M.A. Thesis, Temple University, 1951.**

This study investigated the ability of expressive aphasics to learn vocabulary words underlined in the context of a sentence which had been presented visually and audibly. The subject's ability was tested by presenting the sentence with the underlined word missing, and asking a pertinent question to elicit the word. Three groups of words were used—one phonetic, one random, and a third composed of

words of a unit, such as clothing. Records were kept of the number of times the stimuli had to be presented before the correct responses were given for each group of words.

The results indicate that not all expressive aphasics are able to learn vocabulary words by the method tested.

Abstracted by BERNARD SILVERSTEIN, *Purdue University*

**Solomon, Nancy Doris, "A Comparison of Rigidity of Behavior Manifested by a Group of Stutterers compared with 'Fluent' Speakers in Oral and other Performances as Measured by the Einstellung-Effect," M.A. Thesis, University of Michigan, 1951.**

Investigation conducted experimentally utilized the Einstellung problems devised by Dr. A. S. Luchins. These consisted of a motor-mechanical type test (mirror-maze); a numerical test (arithmetic jar problems) and an oral test (hidden word puzzles). These were administered to a group of male college students diagnosed as stutterers at the University of Michigan Speech Clinic and results compared with a group of male college students paired with the first group for age and level of college education. This latter group was selected by three University of Michigan professors, who chose the individuals they believed most characterized by an easy manner in speech and thus representing the opposite end of the continuum from stuttering.

As a result of the investigation, the hypothesis that stutterers manifest more rigidity of behavior in an oral situation than 'fluent' speakers was accepted.

Abstracted by NANCY DORIS SOLOMON, *University of Michigan*

**Starbuck, Harold B., "The Adaptation Effect in Stuttering Behavior and Its Relation to Breathing," M.A. Thesis, Purdue University, 1951.**

The purpose of this study was to discover relationships between the adaptation effect and respiration. Questions investigated concerned adaptation in a stuttering and non-stuttering group and the concomitant respiratory changes. Variables studied were depth and duration of thoracic and abdominal inhalation and exhalation, number of thoracic and abdominal breathing cycles, and total reading time. Subjects were forty-four matched male university students, twenty-two stutterers and twenty-two non-stutterers. Polygraph recordings of respiratory



patterns were obtained while subjects read a 200-word passage five successive times. Three clinicians counted blocks. Reliability of observers and measurement of breathing records was high. Analysis of variance treatment of the data yielded the following conclusions: (1) The non-stutterers did not demonstrate the adaptation phenomenon whereas the stutterers did. (2) Respiratory alteration occurred for the non-stutterers in depth of thoracic and abdominal inhalation and depth of abdominal exhalation. (3) Stutterers demonstrated a change in the number of thoracic and abdominal breathing cycles. (4) Non-stutterers did not demonstrate any alteration in depth of thoracic exhalation, duration of thoracic and abdominal inhalation and exhalation, or the number of thoracic and abdominal breathing cycles. (5) Stutterers did not demonstrate any alteration in depth or duration of thoracic and abdominal inhalation and exhalation. (6) Both groups demonstrated a reduction in total reading time.

Abstracted by M. D. STEER, *Purdue University*

**Walker, Richard, "Contributions of the Journal of Speech and Hearing Disorders 1936-1950, on Stuttering, Hearing and Audiology, Aphasia, Cleft Palate and Cerebral Palsy," M.A. Thesis, Louisiana State University, 1951.**

During the first five year period, approximately seventy per cent of the articles devoted to a discussion of the five problems dealt with stuttering, whereas during the last five year period the distribution had shifted so that 37% of the articles dealt with hearing and audiology, 29% with stuttering, and 15% with aphasia, 10% with cleft palate and 9% with cerebral palsy.

During more recent years greater emphasis has been placed upon therapy rather than upon symptomatology and etiology in stuttering, aphasia, cleft palate and cerebral palsy.

Abstracted by LOU KENNEDY, *Louisiana State University*

**Williams, Janet T., "A Study of the Parents of Cerebral Palsied and Non-Cerebral Palsied Children Using the Minnesota Multiphasic Personality Inventory," M.A. Thesis, University of Wisconsin, 1951.**

Personality traits of forty parents of cerebral palsied children and forty matched control parents of non-cerebral palsied children were compared, using the Minnesota Multiphasic Personality Inventory.

Through statistical analysis of variance, no significant differences were found between the two groups except on the Masculinity-Femininity scale which was not of value in interpreting the results of this study. This study showed that the parents of cerebral palsied children do not deviate from the normal in integration of personality.

Abstracted by JANET WILLIAMS

## VII. Speech Education

**McGlone, Charles Addis, "Speech Education in Baptist Theological Seminaries in the United States, 1819-1943," Ph.D. Thesis, Columbia University, New York City, April 13, 1951.**

To discover what was done by a representative evangelical Protestant Christian denomination to prepare theological students for effective speaking and preaching, thirteen theological institutions sponsored by Baptists between 1819 and 1943 were selected for an historical study of speech education in the theological curriculum. The sources that were surveyed and analyzed included minutes of faculties and trustees, records of denominational agencies, religious periodicals and other publications, textbooks and lecture-notes, and biographical materials about the educators.

The period under study was divided into two parts: 1819-1879 and 1880-1943. Materials for each period were treated under three headings: objectives, curricular organization, and specific instruction in religious address. The findings were presented under the same three topics, and recommendations were made for strengthening speech education in theological seminaries.

The study revealed that objectives of the program of ministerial speech education were related to the personal and vocational needs of the student speaker, and to the training which he was supposed to receive for his task of useful religious service and utterance. From 1819 to 1879 the major objective was to prepare the student to be a good preacher; from 1880 to 1943 it was to prepare him also to be a good minister. To achieve the objectives, Baptists organized (1) independent seminaries and (2) literary and theological institutions. In each type the curriculum included Biblical Hebrew and Greek, theology, church history, and the composition and delivery of sermons and pastoral duties. Most speech instruction was offered in the latter area. Therein, departments were organized, professorships or titles design-

nated, and courses scheduled for the study of speech as a means of religious ministration.

Based on the findings of the study of the teaching of speech in Baptist seminaries in the United States between 1819 and 1943, the principal recommendations point to the need for specific training for teachers of all phases of religious discourse; for removing the dichotomies that exist between the fundamental and professional elements of the speech curriculum, and between the classroom studies and the extra-class activities; and for developing ministerial speech education as a dynamic area of specialization within a framework of relationships.

Abstracted by CHARLES A. MCGLONE, *Southern Baptist Theological Seminary*

**Barry, Dorothy Osborn, "Creative Dramatics: Its Relation to Speech Correction," M.S. Thesis, University of Wisconsin, 1951.**

This thesis presents creative dramatics as a useful activity in the elementary school to supplement the present speech correction program.

The activity is offered, not only as a valuable technique for aiding in the correction of minor functional defects, but also as a motivating device to encourage children to want to overcome more serious defects of speech.

Creative dramatics is also recommended as a preventative activity and a method for improving the speech of the general school population.

The activity makes use of children's natural play instinct and because of the great variety of its forms—dramatization, puppetry, shadow-graph, homemade movie, flannelboard, radio drama and others—it appeals to children. It simulates real life situations and therefore aids in building good attitudes toward people and existing institutions in the child's environment. It gives opportunity for emotional catharsis and makes allowance for individual differences. It gives ample opportunity for the development of poise and improvement of speech, recognizing that speech is the foundation upon which child development is built, from subject matter and play activities to personality improvement and social adjustment.

Abstracted by DOROTHY BARRY

**Bradley, Adelbert Edward, Jr., "An Historical Analysis of the Speech Activities of the Literary Societies at University of Alabama from 1831 to 1912," M.A. Thesis, University of Alabama, 1951.**

The purpose of this study is to trace the development, growth, and decline of the Liter-

ary Societies at the University of Alabama from the date of its founding until 1912. The study investigates: (1) The speech activities of the Societies, (2) their influence on the University and the students, (3) the inter-relationships of the Societies, (4) their criteria for judging speech activities, (5) the method by which they selected debaters and orators, and (6) the topics which they debated.

From 1831 to 1885 the influence of the Societies was strong, but after this date, which marks the appearance of the first social fraternity on the campus, the societies began to decline. Their principal emphasis was on debate, and a wide range of topics was used including, prior to the 1890's, philosophic and academic questions. The principal activities centered around a yearly anniversary celebration and around Commencement. After 1912 inter-collegiate debating added so strong a new blow to the societies already weakened prestige, that separate study of their campus function would be illogical.

Abstracted by DONALD H. ECROYD, *University of Alabama*

**Fosket, Frank B., "Construction and Use of The Triangular Sociograph," M.A. Thesis, University of Denver, 1951.**

It was the purpose of this study to devise an instrument which would supply the numerical details to be found on the tabulation graph along with the quick recognition of mutual choices and choice chains which is characteristic of the sociogram.

The author was looking for a faster and more efficient way for the recording of sociometric data. From his study he developed a triangular sociograph. The idea for this he obtained from observing mileage charts on a highway map.

The graph was constructed by cutting an ordinary square graph from the upper left hand corner to the lower right hand corner. Each person is then given a clear line for his incoming choices, while a checked line is used for his outgoing choices. At the bottom of the graph a space is available for the tabulation of the results.

This device facilitates the use of sociometric testing by reducing the time element involved in the computation of data.

Abstracted by CHARLES R. SPENCER, *University of Denver*

**Gray, Alice Irene, "The Development and Expansion of Speech Education in the**

**Small Public Secondary Schools of Colorado," M.S. Thesis, University of Wisconsin, 1951.**

This study includes a survey of small secondary schools in Colorado concerning the status of speech education and the trends therein and suggested plans for inculcating the study and practice of the speech skills in special speech courses, English, Social Studies, and extra curricular activities. Teacher training is presented by means of a suggested workshop where the classroom teacher is taught the fundamentals of speech and draws up plans for use of the speech skills in her individual situation. An appendix includes suggestive materials, evaluation forms, and tables illustrating assembly organization and parliamentary rules most frequently used.

Abstracted by ALICE GRAY

**Helgesen, Charles, "An Evaluation of Speech Fundamentals I at Colorado Woman's College," M.A. Thesis, University of Denver, 1951.**

This study evaluates (1) teaching procedures by observing classes and interviewing speech instructors; (2) students' growth in speech experience and skills by comparing speech students with non-speech students during the first semester.

The subjects used were thirty freshmen not enrolled in any speech class and thirty freshmen members of Speech Fundamentals I.

Data for the study were collected from the results of (1) two objective tests given to the sixty students—the first given before their entering the college; the second, after one semester; (2) two recordings made by each of the thirty speech students—during the first week at college, and at the end of the semester. Three graduate speech students judged both sets of recordings to determine change in speech effectiveness.

Interviews were held with six students who showed marked deviations from total average scores of both tests and recordings.

Conclusions were based on the evidence produced from the total study: (1) comparison of the two separate tests; (2) comparison of the judges' ratings of the recordings; (3) the results of the personal interviews; (4) the evaluation of teaching procedure.

The findings showed marked improvement in speech skills for the thirty speech students, and indicated the advisability of certain changes in the speech program.

Abstracted by DOROTHY NIELSEN, *University of Denver*

**Hoffman, Marion Rose, "A Series of Music Appreciation Radio Scripts for the Early Elementary Grades," M.A. Thesis, Michigan State College, 1951.**

The author prepared a series of thirteen music appreciation scripts for in-school listening in the early elementary grades and included a list of supplementary materials for class use which would make the programs more meaningful.

A review of literature pertaining to trends in music education was made to establish principles upon which the scripts would be based. A list of available recordings suitable for early elementary grades was compiled. The final chapter, a guide for the classroom teacher, includes a list of stories, poems, songs and art and science activities to correlate with the scripts.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Koerble, Charles Edward, "A Survey of Speech Courses for Engineering Students," M.A. Thesis, University of Wisconsin, 1951.**

The writer investigated the present status of speech education for engineering students by tabulating questionnaire responses from 102 engineering schools.

Results showed that 80% of these schools require speech of some of their engineers, and 14% more offer speech as an elective—some schools (40%) both requiring speech and offering speech electives. The course content in most schools includes extemporaneous speaking, class criticism, speeches of explanation, and organization of ideas (including outlining). 73% of the schools use recording devices; 50% present course theory in some combination of the discussion and the lecture method.

Generally offered is a 3-credit semester course entitled "Public Speaking," attended for 3 periods weekly by sections of 19-20 students, who perform on an average of 8-9 times per term.

Comparison with a professional survey made in 1938-40 shows that speech classes for engineering students are becoming smaller; are being required of, and offered to, more engineering students; but have not yet attained the 1940 SPEE recommendation of 4 class meetings per week.

Abstracted by CHARLES KOERBLE

Kunhart, William E., "A Study of Inter-scholastic Speech Activities in the United States," M.A. Thesis, University of Nebraska, 1951.

Questionnaires were constructed and sent to the various states in order to obtain the data for the study. All 48 states responded.

Among the general conclusions drawn from the findings are the following: (1) Debate, extemporaneous speaking, original oratory, one-act plays, interpretative oratory, poetry readings, dramatic readings, and humorous readings are included in at least one-half of the states. (2) 42 states have a state contest. (3) In the interpretative reading activities, original speaking, and one-act plays, the majority of the states use quality ratings in evaluating contestants. In debate, 85% used decisions. (4) Almost all states allow "free choice" of material by the contestant. (5) There are, in each activity, marked differences among the states as to the presentation time allowed to the contestant. (6) There are great differences in the criteria used by the various states in judging.

Abstracted by LEROY T. LAASE, *University of Nebraska*

Loeb, Sandra Rose, "The Study of Speech in Interpersonal Relations: 2: Techniques for Recording and Analyzing Student-Instructor Conferences," M.A. Thesis, University of Alabama, 1951.

Loeb investigated technical problems associated with conducting a semi-field study. Audible aspects of behavior were electrically recorded on tape; visible aspects were recorded by assistants who observed through a one-way screen and checked the occurrence of certain pre-selected movements.

Abstracted by DR. OLLIE BACKUS, *University of Alabama*

Mohr, Ruth Elinor, "A Comparative Study and Analysis of the Fundamentals of Speech Courses in the Detroit Public High Schools," M.A. Thesis, University of Michigan, 1951.

Twenty-five teachers were observed and interviewed. Results of the study indicated that: (1) class size, in most cases, was too large for adequate instruction of all pupils; (2) rooms set up expressly for speech, and used only by speech classes, were more adequate than general classrooms; (3) audio visual and audio aids were not adequately used by most speech classes; (4) the adopted text proved inadequate for some schools; (5) courses of study were generally adequate, different, and often rich in originality; (6) the majority of teachers ranked in the excellent category in speech personality, background and activity, but ranked low in speech organization memberships, convention attendance, and subscriptions to leading speech publications; (8) the examination of school records, to ascertain student speech needs was disregarded by most teachers.

Abstracted by RUTH ELINOR MOHR

Morrison, Douglas Bradford, "A Study of the Use of Audio Aids in Teaching Speech in the Seattle Public High Schools," M.A. Thesis, University of Washington, 1951.

The problem was to analyze the use of audio aids (moving pictures excluded) in teaching speech in the Seattle Public High Schools. Questionnaires were distributed to the English teachers in these schools, after which the respondents were personally interviewed.

Eleven per cent of the teachers contacted used radio, forty-one per cent played records and transcriptions, and thirty-two per cent used microphone units (microphone and either loud-speaker or recording machine). The use of such aids in the Seattle schools seems not to be extensive enough to realize their full educational potential.

Abstracted by DOUGLAS MORRISON, *University of Washington*

Pence Jr., James Worth, "A History and Evaluation of Student Public Speaking in the Literary Societies of the University of Virginia, 1825-1950," M.A. Thesis, University of Virginia, 1951.

The purpose of this study was to discover how well speech making in the literary societies provided speech education at the University of Virginia.

The method was to present a history of the societies and an evaluation of their speech activities.

The author concluded that the societies provided: (1) sufficient opportunities for students to participate frequently in varied types of speaking; (2) a balanced program of impromptu as well as carefully prepared speech activities; (3) experience in speaking to convince audiences balanced by speaking to critic judges who evaluated the employment of persuasive principles; (4) adequate personal incentives for improvement in speech making.

The chief shortcomings were: (1) the failure



to develop an adequate and consistent set of principles of public speaking; (2) the undiscriminating nature of the criticisms; (3) the failure to encourage the less skillful and ambitious members.

Abstracted by JAMES W. PENCE, JR., *Cornell University*

**Scully, Daniel William, "The Influence of James Rush, M.D., upon American Elocution through his Immediate Followers," M.A. Thesis, Louisiana State University, 1951.**

In a letter "To the Reader," accompanying the manuscript for the second edition of his *Philosophy*, Rush named six men, Dr. Jonathan Barber, Samuel R. Gummere, Dr. John Barber, Dr. Andrew Comstock, Mr. Dennison and William Bryant, upon whom depended the success of his work. This thesis traces the immediate influence of Rush through the writings of these men.

Dennison Bryant left no traces; the other four wrote texts based on Rush's theorems. Jonathan Barber adhered more closely to Rush than the others; Comstock departed most widely. Except for the "doctrine of syllabication," most of Rush's ideas were incorporated into one or another of the texts.

Another follower, arriving after the listing of the six, and therefore not mentioned by Rush, was James E. Murdoch, who became a prominent actor and teacher of elocution.

While Rush's immediate influence was great, few traces of it may be found in the teaching of today.

Abstracted by GILES WILKESON GRAY, *Louisiana State University*

**Swint, Mary Christine, "A Study of the Teaching of Speech in West Virginia High Schools," M.A., University of Michigan, 1951.**

This study proposed to determine what speech activities are conducted in the senior high schools of West Virginia (white public,

Negro, private, parochial); the State Department of Education's policy regarding speech teaching and the teacher's certificate in speech; and the status of high school credits offered for college entrance.

Questionnaires to 279 high school principals (244 or 87.45 per cent responded) reported curricular speech, the teaching of speech in English courses, full-length plays, state drama festivals, debating, other speech contests, speech correction, and radio. 198 principals considered the present status inadequate, 25 satisfactory, 21 did not answer. Some improvements suggested were: regular course or additional units; expanding extracurricular activities; speech correction; full-time teacher; wider pupil participation; improved equipment. Chief obstacles to above were: teacher-pupil load too heavy; small enrollment; insufficient space and money.

Letters to the State Department disclosed lack of a state course of study and a requirement of 24 semester hours for the teacher's certificate in speech. Letters to all state colleges indicated generally no limit to speech credits accepted.

Abstracted by MARY CHRISTINE SWINT

**Webster, Elizabeth, "The Study of Speech in Interpersonal Relations: 5: Techniques for Analyzing Visible Aspects of Behavior," M.A. Thesis, University of Alabama, 1951.**

Webster investigated a technique of "motion and time study" based on the principle of observation of coincidence, consisting of a frame-by-frame observation on motion picture film of the position of a certain point of the projected image in relation to constant reference lines. She selected vertical and horizontal head movements for study, and experimented with three different types of grids: grid marked on projection screen, grid marked on a backdrop in the situation filmed, grid superimposed on the film itself.

Abstracted by DR. OLLIE BACKUS, *University of Alabama*

## GRADUATE THESES—AN INDEX OF GRADUATE WORK IN SPEECH, XIX

FRANKLIN H. KNOWER  
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### SECTION I

THE increase in the number of graduate degrees in Speech continued through 1951. We report 1087 degrees in 1951 compared with 912 for 1950. There were 653 master's degrees conferred with thesis as a part of the requirement and 334 without thesis. Exactly 100 doctorate degrees are reported. This report brings the total of all graduate degrees in Speech to 9239. Eighty-six universities conferred graduate degrees during 1951. In all some 102 universities are now reported to have conferred graduate degrees in Speech.

Fourteen institutions are included in this list for the first time. They are The University of Arizona, Ball State Teachers College of Indiana, Fordham University, John Hopkins University, University of Maryland, Occidental College, Queens College, Richmond Professional Institute of Virginia, Saint Louis University, San Francisco State College, Sul Ross State College of Texas, Tennessee Agriculture and Industry State College, Tulane University, and University of Tulsa.

At the request of the Committee on Graduate Study of the Speech Associa-

tion of America the writer surveyed the libraries of institutions on our list to determine under what regulations it is possible to arrange for interlibrary loans of these. There was a 90 per cent reply and with but one minor exception all indicate that they permit theses to circulate under standard interlibrary loan procedures.

Table I indicates the number of degrees which have been granted by the various institutions. The number of degrees conferred in 1950 are indicated in separate columns and enclosed in parentheses. Other columns indicate the accumulated totals.

Section II includes the lists of authors of theses and theses titles arranged alphabetically under the type of degree conferred and the institution conferring the degree. Each thesis title is numbered to permit the indexing worked out in Section III.

Section III provides an index of the subject matter of the theses suggested by the titles. There are seven major and a large number of sub-classifications of content for each major area. Many theses are indexed in more than one area. Doctorate theses numbers in the index are indicated by an asterisk after the number.

TABLE I

INSTITUTIONAL SOURCES OF DEGREES GRANTED AND ACCUMULATED TOTALS

|  | MASTER'S DEGREES    |       |                        |       | DOCTOR'S DEGREES |       | Grand Total |
|--|---------------------|-------|------------------------|-------|------------------|-------|-------------|
|  | With Thesis<br>1951 | Total | Without Thesis<br>1951 | Total | 1951             | Total |             |
| Akron, University of .....                           |                     | 2     |                        | 2     |                  |       | 2           |
| Alabama, University of .....                         | (13)                | 45    |                        | 2     |                  |       | 47          |
| Arizona, University of .....                         | (1)                 | 1     |                        |       |                  |       | 1           |
| Art Institute of Chicago .....                       |                     | 14    |                        |       |                  |       | 14          |
| Ball State Teachers<br>College, Indiana .....        | (3)                 | 3     |                        |       |                  |       | 3           |
| Baylor University .....                              | (6)                 | 33    |                        |       |                  |       | 33          |
| Bob Jones University .....                           |                     | 9     | (3)                    | 4     |                  |       | 13          |
| Boston University .....                              | (19)                | 37    |                        |       |                  |       | 37          |
| Bowling Green State Univ. ....                       | (2)                 | 13    |                        |       |                  |       | 13          |
| Bradley University .....                             | (3)                 | 5     | (5)                    | 5     |                  |       | 10          |
| Brigham Young University ....                        | (3)                 | 5     |                        |       |                  |       | 5           |
| Brooklyn College .....                               | (6)                 | 27    |                        |       |                  |       | 27          |
| California at Los Angeles,<br>University of .....    | (9)                 | 22    |                        |       |                  |       | 22          |
| Carnegie Institute of<br>Technology .....            | (5)                 | 34    |                        |       |                  |       | 34          |
| Catholic University .....                            | (35)                | 100   |                        |       |                  |       | 100         |
| Colorado, University of .....                        | (3)                 | 15    |                        |       |                  |       | 15          |
| Colorado State College<br>of Education .....         |                     | 14    |                        | 10    |                  |       | 24          |
| Columbia College, Chicago ....                       |                     |       | (5)                    | 21    |                  | 1     | 22          |
| Columbia University<br>Teachers College .....        |                     | 5     | (53)                   | 1154  | (2)              | 48    | 1207        |
| Cornell University .....                             | (4)                 | 169   |                        | 25    | (4)              | 62    | 254         |
| Denver University .....                              | (45)                | 281   |                        |       | (8)              | 25    | 306         |
| Emerson College .....                                | (10)                | 16    |                        | 17    |                  |       | 33          |
| Florida, University of .....                         | (7)                 | 29    |                        |       |                  |       | 29          |
| Florida State University .....                       | (3)                 | 6     |                        |       |                  |       | 6           |
| Fordham University .....                             | (7)                 | 7     |                        |       |                  |       | 7           |
| George Washington Univ. ....                         | (1)                 | 3     |                        |       |                  |       | 3           |
| Grinnell College .....                               |                     | 1     |                        |       |                  |       | 1           |
| Hardin Simmons College .....                         |                     | 2     |                        |       |                  |       | 2           |
| Hawaii, University of .....                          | (8)                 | 20    |                        |       |                  |       | 20          |
| Houston, University of .....                         | (1)                 | 1     |                        | 7     |                  |       | 8           |
| Illinois, University of .....                        | (8)                 | 46    | (26)                   | 52    | (2)              | 2     | 100         |
| Indiana State Teachers<br>College, Terre Haute ..... | (4)                 | 13    | (3)                    | 7     |                  |       | 20          |
| Indiana University .....                             | (8)                 | 38    | (1)                    | 1     |                  |       | 39          |
| Iowa, State University of .....                      | (23)                | 669   | (34)                   | 73    | (8)              | 121   | 863         |
| Johns Hopkins University ....                        | (4)                 | 4     |                        |       |                  |       | 4           |
| Kansas, University of .....                          | (2)                 | 18    |                        |       |                  |       | 18          |
| Kansas State College .....                           | (1)                 | 6     |                        |       |                  |       | 6           |
| Kent State University .....                          | (5)                 | 20    | (1)                    | 1     |                  |       | 21          |
| Louisiana State Univ. ....                           | (18)                | 156   |                        |       | (4)              | 30    | 186         |
| Maine, University of .....                           |                     | 1     |                        |       |                  |       | 1           |
| Marquette University .....                           | (3)                 | 47    |                        |       |                  |       | 47          |
| Maryland, Univ. of .....                             | (3)                 | 3     |                        |       |                  |       | 3           |
| Miami, University of .....                           |                     | 2     |                        |       |                  |       | 2           |
| Miami University .....                               | (3)                 | 14    |                        |       |                  |       | 14          |
| Michigan, University of .....                        | (50)                | 284   |                        | 503   | (7)              | 51    | 838         |
| Michigan State College .....                         | (10)                | 54    |                        |       |                  |       | 54          |
| Mills College .....                                  |                     | 2     | (2)                    | 4     |                  |       | 6           |
| Minnesota, University of ....                        | (6)                 | 76    | (7)                    | 40    | (2)              | 15    | 131         |
| Missouri, University of .....                        |                     | 43    | (4)                    | 6     |                  | 5     | 54          |
| Nebraska, University of .....                        | (9)                 | 27    | (2)                    | 5     |                  |       | 32          |
| New Mexico State College ....                        |                     | 8     |                        |       |                  |       | 8           |
| New York University .....                            |                     | 1     | (11)                   | 36    | (2)              | 11    | 48          |
| North Carolina, Univ. of ....                        | (16)                | 33    |                        |       |                  |       | 33          |
| Northwestern University .....                        | (3)                 | 277   | (87)                   | 776   | (22)             | 112   | 1165        |

TABLE I—Continued

|  |      |           |      |       |       |      |           |
|--|------|-----------|------|-------|-------|------|-----------|
| Occidental College                                     | (1)  | 1         | (1)  | 1     | 2     |      | 2         |
| Ohio State University                                  | (23) | 143       |      |       | 143   | (6)  | 165       |
| Ohio University  | (8)  | 34        |      |       | 34    |      | 34        |
| Ohio Wesleyan University                               |      | 33        |      |       | 33    |      | 33        |
| Oklahoma, University of                                | (9)  | 67        |      |       | 67    |      | 67        |
| Oklahoma A and M                                       |      | 1         |      |       | 1     |      | 1         |
| Oregon, University of                                  | (5)  | 14        | (3)  | 3     | 17    |      | 17        |
| Pacific, College of the                                | (4)  | 31        |      |       | 31    |      | 31        |
| Pennsylvania State College                             | (9)  | 34        | (7)  | 17    | 51    | (1)  | 54        |
| Pittsburgh, University of                              | (12) | 21        |      |       | 21    | (1)  | 22        |
| Purdue University                                      | (4)  | 22        |      | 15    | 37    | (1)  | 43        |
| Queens College   | (2)  | 2         |      |       | 2     |      | 2         |
| Redlands, University of                                | (5)  | 21        | (5)  | 5     | 26    |      | 26        |
| Richmond Professional<br>Institute, Va.                | (3)  | 3         |      |       | 3     |      | 3         |
| Rockford College                                       |      | 1         |      |       | 1     |      | 1         |
| Saint Louis University                                 | (4)  | 4         |      |       | 4     |      | 4         |
| San Francisco State College                            |      |           | (7)  | 7     | 7     |      | 7         |
| Seventh Day Adventist Theo-<br>logical Seminary, Wash. | (1)  | 5         |      |       | 5     |      | 5         |
| Smith College  | (1)  | 21        |      |       | 21    |      | 21        |
| South Dakota University                                | (5)  | 29        |      |       | 29    |      | 29        |
| Southern California, Univ.                             | (26) | 233       | (12) | 414   | 647   | (12) | 703       |
| Southern Methodist Univ.                               | (2)  | 7         |      |       | 7     |      | 7         |
| Stanford University                                    | (27) | 110       |      |       | 110   | (4)  | 120       |
| Sul Ross State College, Tex.                           | (5)  | 5         |      |       | 5     |      | 5         |
| Syracuse University                                    | (5)  | 42        | (3)  | 8     | 50    | 4    | 54        |
| Temple University                                      | (5)  | 8         | (3)  | 3     | 11    |      | 11        |
| Tennessee, University of                               | (4)  | 13        |      |       | 13    |      | 13        |
| Tennessee Agric. and Ind.<br>State College             | (3)  | 4         |      |       | 4     |      | 4         |
| Texas, University of                                   | (13) | 47        |      |       | 47    |      | 47        |
| Texas Christian Univ.                                  | (2)  | 9         |      |       | 9     |      | 9         |
| Texas State Coll. for Women                            | (1)  | 26        |      |       | 26    |      | 26        |
| Tulane University                                      | (2)  | 2         |      |       | 2     |      | 2         |
| Tulsa, University of                                   | (2)  | 2         |      |       | 2     |      | 2         |
| Utah, University of                                    | (6)  | 49        |      |       | 49    | (2)  | 53        |
| Utah State Agric. College                              |      | 4         |      |       | 4     |      | 4         |
| Virginia, University of                                | (4)  | 9         |      |       | 9     |      | 9         |
| Washington, State College of                           |      | 22        |      |       | 22    |      | 22        |
| Washington, University of                              | (11) | 148       |      |       | 148   |      | 148       |
| Washington University                                  |      | 4         |      |       | 4     |      | 4         |
| Wayne University                                       | (3)  | 69        | (7)  | 59    | 128   |      | 128       |
| West Texas State College                               | (3)  | 9         |      |       | 9     |      | 9         |
| West Virginia University                               | (4)  | 9         |      |       | 9     |      | 9         |
| Western Reserve University                             |      | 1         | (40) | 317   | 318   | 7    | 325       |
| Whittier College                                       | (4)  | 14        |      |       | 14    |      | 14        |
| Wichita, University of                                 | (2)  | 20        |      |       | 20    |      | 20        |
| Wisconsin, University of                               | (21) | 431       | (2)  | 44    | 475   | (9)  | 583       |
| Wyoming, University of                                 |      | 3         |      |       | 3     |      | 3         |
| Yale University  | (32) | 156       |      | 172   | 328   | (3)  | 345       |
| Totals   |      | 653 4,704 | 334  | 3,814 | 8,518 | 100  | 712 9,239 |

## SECTION II

## TITLES

UNIVERSITY OF ALABAMA  
1951

## M.A. Theses

4672. Bradley, Adelbert E., An Historical Analysis of the Speech Activities of the Literary Societies at the University of Alabama.
4673. Faber, John Albert, The Study of Speech

in Interpersonal Relationships: 1. Experimentation in Techniques for Recording and Analyzing Speech Behavior in a Retail Store.

4674. Kempe, Evelyn, Analysis of the Drama Loan Service at the University of Alabama, 1949-50.
4675. Lee, Benjamin Franklin, An Analysis of One Aspect of the Long Critical Scenes in Thirty Contemporary Plays.



4676. Loeb, Sandra Rose, The Study of Speech in Interpersonal Relationships: 2. Two Techniques for Recording and Analyzing Student-Instructor Conferences.
4677. McDowell, Mary Louise, The Study of Speech in Interpersonal Relationships: 4. Techniques for Analyzing Child-Adult Conversations.
4678. McEachern, Carleton Clark, The Study of Speech in Interpersonal Relationships: 3. Techniques of Recording and Analyzing Speech Behavior by Means of Sound Motion Pictures.
4679. Pickard, Nancy, Recent Developments in the Theory of Hearing.
4680. Skemp, Elizabeth W., An Analysis of the Addresses of the Presidents of the Southern Commercial Conventions Between 1856-1859.
4681. Spielberg, Martin Harry, The Study of Speech in Interpersonal Relationships: 6. Techniques for Analyzing Group Conversation.
4682. Stahl, Murray, An Evaluation of Observation as a Method of Reporting Audience Behavior.
4683. Ward, Louise, The Study of Speech in Interpersonal Relationships: 7. Techniques for Describing the Behavior of One Child.
4684. Webster, Elizabeth, The Study of Speech in Interpersonal Relationships: 5. Techniques for Analyzing Visible Aspects of Speech.

## UNIVERSITY OF ARIZONA

1951

*M.A. Theses*

4685. Cook, Verne, The Ability of a Group of Prospective Teachers in Speech Skill.

## BALL STATE TEACHERS COLLEGE

1951

*M.A. Theses*

4686. Montgomery, Keith, A Study of Programming for an Educational Radio Unit.
4687. Roseberry, William, The Relationship Between Malocclusion and Hearing Loss in School Children.
4688. Williamson, Gordon, Voice Quality of Children as Related to Inheritance.

## BAYLOR UNIVERSITY

1951

*M.A. Theses*

4689. Allen, Edna Glass, Franklin Delano Roosevelt as a Speaker.

4690. Fowler, William Frederick, Study of the Effectiveness of Selective Religious Radio Programs.
4691. Kimbrough, Mary Beth, Children and Shakespeare in the Production of A Midsummer's Night Dream.
4692. Laughlin, Lola Mildred Mathews, The Speaking Career of Pat Morris Neff.
4693. Malone, James Franklin, A Study of Integration of Speech and Social Studies.
4694. Summers, Mary Carolyn Chisholm, An Interpretative Analysis of Euripides' *Medea*.

## BOSTON UNIVERSITY

1951

*M.A. Theses*

4695. Anderson, Donald, Radio Scripts on Massachusetts State Government as an Aid to Classroom Teaching.
4696. DelVecchio, Marion, An Analytical Survey of Different Methods and Practices Used in Presentation of News on Television.
4697. Press, Leonard O., A Study of Promotional Broadcasting on Commercial Radio and Television Stations by Colleges and Universities in the United States.
4698. Press, Lillian, A Study of Frequency Modulation Broadcasting as Related to College Owned and Operated Stations in the United States.

*M.Ed. Theses*

4699. Crawford, John W., The Validity of a Teacher-Administered Rating Chart For Talks at the Secondary Level.
4700. Emery, Richard M., An Evaluation of Attitudes of Fear and Confidence in Speaking Situations at the Eighth and Eleventh Grade Levels.
4701. Fitzsimons, Ruth M., The Development of a Public Relations Program in Speech Therapy for Public Schools.
4702. French, Richard B., An Analysis of Speaking Abilities at the Eighth and Eleventh Grade Levels.
4703. Garland, Russell, A Study of Voice and Articulation Difficulties of High School Students in Suburban Boston.
4704. Haroian, Rose D., Preliminary Validation of Mansur's Speech Sound Discrimination Test in Kindergarten and First Grade.
4705. Hollien, Harry F., An Analysis of a Program of Speech Therapy for Children With Cerebral Palsy.
4706. Houlihan, Mary E., An Analysis of Dra-

matic Literature for Speech Improvement in the Secondary Schools.

4707. Jones, Charles C., An Analysis of Audience Reactions to the Speaker at the Eighth Grade Level.
4708. Leavy, Charlotte A., A Case Study of the Speech Difficulties of Thirty Children With Cerebral Palsy.
4709. Monroe, Alice D., Activity Group Therapy for Young Stutterers.
4710. Nestor, Elizabeth, A Course of Study for Improving Voice and Articulation in the Primary Grades of Medford, Massachusetts.
4711. Spalding, Lucile T., An Analysis of the Case Records at the Boston University Speech Clinic from 1948 through 1950.
4712. Warfield, R., Arena Production for Education Dramatics.
4713. Williams, Georgia, An Analysis of Poetry for the Improvement of Speech in the Secondary School.

#### BOWLING GREEN STATE UNIVERSITY

1951

##### M.A. Degrees

4714. Hof, James E., A Radio Adaptation and Production of Ben Johnson's *Volpone*.
4715. Skriletz, Dorothy J., An Analysis of the Dramatic Criticism of John Mason Brown as Published in *The Saturday Review of Literature*, 1944 to the present.

#### BRADLEY UNIVERSITY

1951

##### M.A. Theses

4716. Finfgeld, Thomas, An Experimental Study of the Effects of Contést Discussion Upon the Attitudes of the Participants.
4717. Frueh, Anna, The Scientific Trend in Speech Education.
4718. Younger, Helen Wallace, On Stage and Off With Peoria Players.

#### BRIGHAM YOUNG UNIVERSITY

1951

##### M.A. Theses

4719. Campbell, Helen, A Study of the Opportunities Provided in Classroom of First, Second and Third Grades for Teaching Children Speech Skills.
4720. Ferguson, Burnett, Philosophy Underlying the Teaching of Dramatic Arts in the Higher Institutions of Learning in Utah.
4721. Fingerle, Clarence O., An Investigation of Changes in Degree of Emotional Adjust-

ment Affected Through Psychodramatic Techniques.

#### BROOKLYN COLLEGE

1951

##### M.A. Theses

4722. Brutton, Eugene, Anxiety as a Personality Factor Among Stutterers.
4723. Calamaras, Peter, Reception and Production of Language in Mentally Retarded Children.
4724. Elliott, Franklyn, A Study of the Relationship Between Relaxation and Hypnosis with Stutterers.
4725. Goldschlager, Jean, Reception and Production of Language in Mentally Retarded Children.
4726. Rickenberg, Herbert, Diaochokinesis of Articulation of Stutterers.
4727. Stoll, Bernard, A Study of the Relationship Between Relaxation and Hypnosis with Stutterers.

#### UNIVERSITY OF CALIFORNIA AT LOS ANGELES

1951

##### M.A. Theses

4728. Shoup, Gail L. Jr., Present Trends in Dance Notation.
4729. Snegoff, Mark, Color and Light.
4730. Stenman, Stina, Runar Schildt as a Dramatist.
4731. Stern, Hans Georg, The Making of a Film for an Educational Public Relations Program.
4732. Zebba, Samuel, *Uirapuru*: a thesis film production.
4733. Barnelle, Virginia M., A Survey of the Entertainment Experiences and Interests of Two Graduating Classes of Santa Monica High School.

##### M.S. Degrees

4734. Browne, Michael, Survey of the Hollywood Entertainment Film During the War Years 1941-1943.
4735. Rose, Ernest D., *Liquid Assets*, a Motion Picture Production Thesis.
4736. Ruys, Constance, Rederijkers, The Chambers of Rhetoric of the Netherlands.

#### CARNEGIE INSTITUTE OF TECHNOLOGY

1951

##### M.A.F. Theses

4737. Alexander, Marjorie Marie, A Study of the Problems of Stage-Fright in Relation to the Student of Speech, and an Original Play, *House of Straw*, a play in three acts.

4738. Campbell, Doris Jeanette, Chinese Drama, and complete direction and production of *Love For Love* by William Congreve.
4739. Jennings, Joseph Raleigh, Sword History for the Theatre, and complete direction and production of *Volpone* by Ben Jonson.
4740. Nicholson, James Vincent, Historic Manners of the Table. Dining and Wining Customs in Several Historic Centers of Fashion; Grecian, Roman, Elizabethian, and Restoration; as Pertinent to the Production of Plays of Those Periods, and Complete Direction and Production of *Superstition* by James N. Barker.
4741. Rein, Frederick Hatfield, Jr., The Development of Japanese Kabuki Drama During the Genroku Period (1688-1715), and Complete Direction and Production of *Light-O'-Love* by Artur Schnitzler.
4753. Justice, Edward, The Attitude of Eighteenth Century America Toward Its Theatre and Actors.
4754. Kielty, Patricia, The Structure of the Musical Plays of Rodgers and Hammerstein.
4755. Krill, Rosemary, A Comparative Study of the Technique of Acting in the Theatre, Films and Television.
4756. Leahy, Julia, The Use of Stock Dramatic Characters in Some Plays by George Bernard Shaw.
4757. Lewis, Joseph F., Costume Design for *Othello*.
4758. Maher, Francis W., A Survey and Critical Analysis of the Speech Programs in the Public High Schools of the District of Columbia.
4759. Marinetti, Walter, Translation into English of the Italian Play, *Cristo Ha Ucciso*, by Gian Paolo Callegari.
4760. McDonell, Gerard, A Translation of *Le Theatre Populaire* of Jacques Copeau with Notes and Introduction.
4761. Quigley, Rev. J. B. O. Praem., A History of the Early Theatre in Philadelphia.
4762. Simonaitis, Catherine, A Translation of *Liepsnojancio Sirdia* by Petras Vaiciunas.
4763. Smith, Jean C., An Investigation of the Dramatic Theory of William Butler Yeats with an Analysis of Typical Examples of His Plays.
4764. Sullivan, Robert E., The Use of Suggestion in Direction.
4765. Vroman, Mary M., An English Translation and Edition of Selected Dramatic Criticisms from *Critiques d'un Autre Temps* by Jacques Copeau.
4766. Wallerstedt, Robert M., An Investigation of the Dramatic Criticism of Louis Kronenberger.
4767. Walsh, Ambrose, A Study of the Concept of the Tragic Hero as Presented in Five Contemporary American Plays.

## CATHOLIC UNIVERSITY

1951

## M.A. Theses

4742. Atkinson, Patricia, A Translation of Francois Mauriac's *Asmodee* from the French.
4743. Burns, Sister M. William, O.P., The Community Theatre of Cleveland, Ohio, 1920-1935.
4744. Coens, Sister M. Xavier, B.V.M., The Origin and Development of the Catholic Theatre Conference, 1937-1949.
4745. Coyne, Sister M. Eileen, Main Trends in American Musical Comedy 1940-1945.
4746. Craig, Sister Rose Terence, O.P., A Comparative Study of the Concept of Comedy as Found in the Plays of Lady Gregory and John M. Synge.
4747. Daley, William T., The Diagnostic Case Histories of Certain Children with Articulatory Speech Defects.
4748. Etue, James, The Characteristics of the Comic Hero in Aristophanes, Moliere, and Kaufman and Hart.
4749. Garzero, C. Edward, A Study of the Methods of Ferdinando Bibiena and his Influence on Later Scenic Artists.
4750. Hemming, Sister M. Ruth, C.S.J., The History of the Early Theatre in Minnesota.
4751. Herbst, Rev. Charles, C.M., The "Little Method" of St. Vincent De Paul: A Reform in the Method of Preaching.
4752. Hunt, Sister Thomas More, O.P., A Comparative Analysis of Some Plays About Saint Thomas More.
- M.F.A. Theses
4768. Brennan, Nancy Hough, Moliere's *The Would-Be Gentleman*: Production Book and Prompt Text.
4769. Burns, John J., An Original Play Tentatively Titled *Fate's Vote*.
4770. Cashman, Edward, An Original Full-Length Musical Play, *Gentlemen, Be Seated*.
4771. Knockey, Catharine, Production Study and Text of *Thor With Angels* as Presented at Catholic University.

4772. Lustberg, Arthur, An Essay on Screen-writing Together with an Original Screen Play.
4773. McCloskey, Charles, An Original Play in Two Acts, *The Lady Upstairs*.
4774. Schnepf, John, An Original Play in Three Acts, *Falling Star*.
4775. Siegel, Charles E., Production Study and Text of *Dandy Dick* by Arthur Wing Pinero as Produced at Catholic University.
4776. Termine, Benjamin, A Study of and a Production Book for a Modern Adaptation of *The Hippolytus* by Euripides.

## UNIVERSITY OF COLORADO

1951

## M.A. Theses

4777. Grover, David H., The Relationship of Entrance Examination Scores to Grades in the Beginning Speech Course at the University of Colorado During Year 1949-1950.
4778. Loper, Robert B., The Playwright Inherent in Shaw the Novelist.
4779. Theborge, Thomas N., A Survey of the Voice, Articulation, and Speech Rhythm Needs of Freshmen Students at the University of Colorado.

## COLUMBIA UNIVERSITY TEACHERS COLLEGE

1951

## Ph.D. Theses

4780. McElroy, Estelle L., Alexander Graham Bell: Elocutionist and Phonetician.
4781. McGlon, Charles A., Speech Education in Baptist Theological Seminaries.

## CORNELL UNIVERSITY

1951

## M.A. Theses

4782. Friedman, Beulah, Public Address in Three Senatorial Campaigns: A Study of Invention and Disposition.
4783. Rumley, Lawrence Raymond, The Pleas of Thomas Erskine for Criminal Conversation (1789-1805).
4784. Saracco, Gloria Angela, The English Pronunciation Problems of the Native Speaker of Japanese.
4785. Shepherd, Raymond Francis, Linguistic Problems Underlying the Theory and Practice of Speech Correction.

## Ph.D. Theses

4786. Crouch, Jack Herbert, Some Shakespearean Stage Conventions.
4787. Freeman, Sidney Lee, The Forms of Non-

Proscenium Theatre; Their History and Theories.

4788. Holland, Reginald Valentine, The American Theatre as a Form of Public Address.
4789. Merritt, Frank Westley, Elihu Root: The Speaker—A Critical Study with a Detailed Examination of Selected Speeches.

## DENVER UNIVERSITY

1951

## M.A. Theses

4790. Andrikopoulos, Basil, An Investigation into the Methods of Communicating Basic American Government as Used by Twenty-Seven Instructors.
4791. Baldwin, Gene, Elements of Efficiency in Organization and Operation of a Small Market Radio Broadcasting Station.
4792. Beaven, Bruce, An Explanatory Study of the Possibility that Levels of Communication Proficiency Occur in Observable Patterns.
4793. Boast, William, Suggested Units of Study in Oral Interpretation at the College Level.
4794. Bock, Frank, A Basic Set for a Trouping Children's Theatre.
4795. Botts, Eric, Three Projects in the Classic Style of Acting.
4796. Buchanan, John, Suggested Units of Study in Oral Interpretation at the College Level.
4797. Burgi, Ernest, Cerebral Palsy: Selected Literature, Code-Indexed; Compiled from the Viewpoint of the Speech Therapist, with an Introduction to Historical and Modern Contributions.
4798. Burtscher, Henry, The Operation of Frustration in the Transition to and the Development of Secondary Stuttering.
4799. Casmon, Mary, Suggested Units of Study in Oral Interpretation at the College Level.
4800. Ceranich, Anthony, An Arena Presentation of *Antigone* by Jean Anouilh.
4801. Coutant, Martin, An Adaptation of *The Taming of the Shrew*.
4802. Croley, Hugh, A Method of Analyzing Group Psychotherapy.
4803. Cummings, Shirley, An Explanatory Study of the Possibility that Levels of Communication Proficiency Occur in Observable Patterns.
4804. Cunningham, Jerald A., A Garden Theatre Production of *As You Like It* by Wm. Shakespeare.



4805. Davis, George L., A Dramatic Activities Manual for Use in the Primary, Intermediate, and Junior High Schools.
  4806. DePuglio, John, *The Painted Arrow*—a Play for Children in Three Acts.
  4807. Downs, Marion, Procedures in Developing *Out of Silence*, a Filmstrip Concerned with Hearing and Hearing Disorders.
  4808. Duderstadt, James L., Six Projects in Musical Theatre.
  4809. Falbo, Ernest, A Survey of Theatrical Entertainment for the Hospitalized Servicemen.
  4810. Fosket, Frank, Construction and Use of the Triangular Sociograph.
  4811. Hartman, Bernard, A Study of Possible Differentiation of Auditory Function in Brain Injured Individuals.
  4812. Hays, Ellis, A Selected Annotated List of Materials Available for Use in the Counseling and Education of Parents of Children with Speech and Hearing Disorders, Together with Suggestions for Their Use.
  4813. Hays, Rosemary, A Selected Annotated List of Materials Available for Use in the Counseling and Education of Parents of Children with Speech and Hearing Disorders, Together with Suggestions for Their Use.
  4814. Helgesen, Charles, An Evaluation of Speech Fundamentals I at Colorado Women's College.
  4815. Iverson, Norman, An Investigation of Common Factors in the Literature for the Speech Reeducation of Adult Aphasics.
  4816. Keifer, Angela, A Survey of the Various Areas of Cerebral Palsy Rehabilitation and Suggestions for the Integration of Occupational, Physical, and Speech Therapy in Treatment of Cerebral Palsy.
  4817. Loy, Harold, *Beggar on Horseback*, an Experiment in Arena Style.
  4818. Mott, Robert A., An Analysis of the Problems of Producing Television Journalism Broadcasts.
  4819. Mueller, Virginia, Supplementary Material for the Teacher of Speech and Drama in the Small High School.
  4820. Norling, Walter, Suggested Units of Study in Oral Interpretation at the College Level.
  4821. Northam, Beverly, An Adaptation of the *London Merchant* or *The History of George Barnwell* by George Lillo.
  4822. Ormiston, Earle, An Analysis and Investigation of *The Voice of America*.
  4823. Orr, Loren, A Study of Unit Setting for College Theatre.
  4824. Pearson, Dean A., The Diagnostic Manifestation of Stage Fright.
  4825. Pease, Richards, Period Plays for Secondary Schools.
  4826. Pech, Ernest, A Portable Gridiron for the Stage.
  4827. Pike, Leon A., An Adaptation of Franz Molnar's *The Guardsman* to Arena Theatre.
  4828. Radus, Libby, Development of a Film Strip: *These Untrained Tongues* Designed for Educators and Parents of Speech-Handicapped Children.
  4829. Rife, Corwin, Designing a Terrace Theatre Production.
  4830. Rolfe, Mary Eugenie, Some Indications of the Relationship Between General Semantics and Listening.
  4831. Ross, Willis, Communication in Society Through Mass Media.
  4832. Saxton, Margaret, A Survey of Hearing Conservation Requirements of the Several States Together with Requirements for Certification, Follow-Up and Equipment.
  4833. Searer, Wilbur G., A Survey of the Requirements for Public School Speech Correctionists in the Various States.
  4834. Todd, Donald, An Adaptation of Eugene O'Neill's *The Emperor Jones* to Arena Theatre.
- Ph.D. Theses*
4835. Hart, M. Blair, A Program of Speech Education for Prospective Teachers of Speech on the Secondary Level.
  4836. Karraker, Mary E., An Evaluation of the Influence of Interest and "Set" on Listening Effectiveness in the Basic Communication Class.
  4837. McCord, Halleck, Patterns of Communication as Evidenced by a Study of Young People's Radio Listenership Habits.
  4838. Phillips, Thomas, Three Original Historical Plays.
  4839. Schoell, Edwin, A Quantitative Analysis of the Contributions of the Community Theatre to the Development of the Drama.
  4840. Thornton, Helen, A Thesaurus of Terms Relating to Scenery.
  4841. Walker, Jack H., An Investigation of the Speech Factors Influencing the Effectiveness of the College Teacher.
  4842. Winfrey, Chase, Pat Morris Neff—A Personality—Oratorical Study.

EMERSON COLLEGE  
1951

*M.A. Theses*

4843. Dunham, Robert H., A Three-Act Play, *Black Twig*.  
4844. Fox, James William, A Three-Act Play, *Winter Storm*.  
4845. Holmes, James Gordon, A Three-Act Play, *Where the Heart Is*.  
4846. Kennedy, Grace M., The Relationships Among Articulatory Speech Defects, Personality Maladjustments, Educational Retardation, and Physical Deviations.  
4847. Melick, Louise Ann, Speech Disorders Related to Obstetrical Injuries.  
4848. Minahan, Anne Deirdre, Community Drama.  
4849. Nickerson, Harry N., The Teaching of Speech in High Schools Through Creative Situations.  
4850. Ritterhoff, Robert Frederick, A Preliminary Survey of Speech Opportunities in Certain Boston Department Stores.  
4851. Travaglia, Anita Caroline, A Three-Act Play, *For Children Only*.  
4852. Williams, Ruth G., Re-education of the Adult Aphasic.

UNIVERSITY OF FLORIDA  
1951

*M.A. Theses*

4853. Boone, Jerry Neal, A Study of the Effect of Hearing Loss of Freshmen at the University of Florida on Selected Measures of Their Achievement.  
4854. Davis, Pauline F., The Study of Materials for Auditory Readiness on the Prereading and Early Reading Levels.  
4855. Johansen, Floye Van Landingham, An Analysis of the Literature and a Bibliography Useful to Parents of Pre-School Children with Speech Defects.  
4856. Morgan, Elizabeth Annelies, The English Language Background of the Latin American Student at the University of Florida.  
4857. Morrill, Roberta, An Analysis of the Services of Florida Agencies and Organizations Available to the Public School Speech Correctionist.  
4858. McKay, Kelsey Babcock, The Incidence of Speech Defects Among the Negro Children of Alachua County, Florida.  
4859. Rayfield, Robert Emmett, A Comparative Study of Eighteen Professional Theatre Directors in New York City: 1940-1950.

FLORIDA STATE UNIVERSITY  
1951

*M.A. Theses*

4860. Heath, Martha Ann, An Experimental Study of the Relations Between Interest, Educability, and Score on an Objective Examination Over the Factual Content of an Informative Speech.  
4861. Kramar, Edward J. J., A Study of Listening Test Scores on Orally Presented Expository Material with the Speaker Seen and with the Speaker Not Seen.  
4862. Love, Marion Roberta, An Analysis of the Number, Location, and Consistency of Consonant Substitutions and Omission Errors in an Oral Reading and a Propositional Speech Test of Articulation.

FORDHAM UNIVERSITY  
1951

*M.F.A. Theses*

4863. De Feis, Frederick, *A Shadow of Fear*—an Original Play.  
4864. Eid, Joseph, *Life Is a Dream*—a Production Book.  
4865. Finnerty, Mary, *King Lear*—a Production Book.  
4866. Hughes, Roland F., *Francesca Da Rimini*.  
4867. Mills, James H., *Centennial*—a Comedy in Two Acts.  
4868. Sandboe, A. Pauline, *Hamlet*—a Production Book.  
4869. Sheridan, Patricia A., *The Three Fiddlers*—a Book of Poetry.

GEORGE WASHINGTON UNIVERSITY  
1951

*M.A. Theses*

4870. Rosenthal, Saul, The Philosophy and Verse Dramas of John Davidson.

UNIVERSITY OF HAWAII  
1951

*M.A. Theses*

4871. Costa, Mazeppa King, Dance in the Society and Hawaiian Islands as Presented by the Early Writers, 1767-1842.  
4872. Costa, Robert Oliver, Beginning Studies in Linguistic Geography in Hawaii.  
4873. Fox, Lester, A Survey of Speech Difficulties in Selected Schools of the County of Kauai, Territory of Hawaii.  
4874. Hervey, Wesley David, A Survey of Speech Defects in Selected Schools in Honolulu, Territory of Hawaii.  
4875. Huntley, Helen Louise, The Mask in the Western Theatre.

4876. Langhans, Edward Allen, William Wycherley's *The Country Wife*: A Production Book and Stage History.
4877. Newbrand, Helene Louise, A Phonemic Analysis of Hawaiian.
4878. Slaughter, Howard Kay, Studies of Four Irish Folk Plays by John Millington Synge Preparatory to Theatre Production.

## UNIVERSITY OF HOUSTON

1951

## M.A. Theses

4879. Crochran, Arthur, Radio Controlled Services as Set Up and Operated by the Shamrock Hotel of Houston, Texas.

## UNIVERSITY OF ILLINOIS

1951

## M.A. Theses

4880. Arnold, Phillis Ruth, The Persuasive Theory and Methods of John Bartholomew Gough.
4881. Bost, James Stephen, A Study of Play Directing in the High School Theatre.
4882. Draper, Walter Headen, An Evaluation of Play Selection in Thirty Illinois High Schools, 1949-50.
4883. Draughon, Ruby Lee, A Study of Selected Speeches on War and Peace, by Carrie Chapman Catt.
4884. Gaspar, Raymond Dominic, Edmund Kean's Acting Style.
4885. Guttman, Newman, An Analysis of Articulation as a Function of Delayed Auditory Feedback.
4886. Kurtzrock, George Henry, A Preliminary Investigation of the Ear-Choice Technique in Threshold Audiometry.
4887. Magnon, Lucille Marie, Allan Nevins' Evaluation of Public Speakers as an Influence in American Culture.

## Ph.D. Theses

4888. Cartwright, George Washington, The Rhetorical Practice and Theory of Edgar DeWitt Jones.
4889. House, Arthur Stephen, An Investigation of the Influence of Consonantal Environment Upon the Duration, Frequency and Intensity of Vowels.

## INDIANA STATE TEACHERS COLLEGE, TERRE HAUTE

1951

## M.A. Theses

4890. Brentlinger, William Brock, An Introduction to and Survey of the Field of Foreign Missionary Radio Broadcasting.

4891. Jordon, Thomas Edward, An Analysis of the Characteristics of the Exceptional Child.

4892. Morgan, Ruth Holaday, History of the Radio Division of I.S.T.C. (Terre Haute).

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4893. Hipple, Charles Alfred, Devising and Initiating a Speech Program with Adolescent Mentally Retarded.

## INDIANA UNIVERSITY

1951

## M.A. Theses

4894. Becknell, Howard, Radio Drama, 1935-1945, Television 1945-1950: A Study of Trends in the Use of Dialogue.
4895. Burnim, Kalman, The Effect of the Theatrical Syndicate Upon the American Drama.
4896. Clymer, Warren E., A Project in Design of Stage Settings for Gerhart Hauptmann's *The Sunken Bell*.
4897. Cope, Garrett, History of the Origin and Development of Theatre Arts at Indiana University.
4898. Curtiss, James Willard, The Use of Galvanic Skin Resistance as a Means of Measuring Anticipation of Stuttering.
4899. Robinson, Edward Ray, A Critical Analysis of the Arrangement, Evidence, Argument and Language in Three of Wendell L. Wilkie's Post Election 1940 Speeches.
4900. Vaughan, John, A Critical Analysis of the Problems and a Practical Application of the Principles of Interpretation, Direction, and Design in Producing Shakespeare's *Macbeth*.
4901. Walstrum, A. Donald, Expressionism as a Movement in the American Theatre.

## STATE UNIVERSITY OF IOWA

## M.A. Theses

4902. Boehmler, Richard McDowell, The Establishment of the Linn County, Iowa, Speech and Hearing Program.
4903. Bormann, Ernest Gordon, An Analysis of the March 7, 1935, Radio Address of Senator Huey P. Long.
4904. Carr, Mary Josephine, An Investigation of the Spontaneous Speech Sounds of Five-Year-Old Deaf-Born Children.
4905. Collentine, Berwyn Francis, Factors Contributing to James A. Garfield's Public Speaking Ability.

4906. Curtis, Nancy, A Series of Original Dramatic Radio Scripts on United Nations Subjects for Presentation by Secondary-School Students.
4907. Foxen, John Robert, An Analysis and Evaluation of the Logical Proof Used by Norman Thomas in Four Representative Political Speeches of the 1944 Presidential Campaign.
4908. Golub, Arnold Jason, The Influence of Constant and Varying Word Stimuli on Stuttering Adaptation.
4909. Housman, Arthur Lloyd, A Critical Study of Fourteen Characters Possessing Elements of Stature.
4910. Jeffreys, Joanna Belle, The Recreational Community Theatre as Supported by Civic Taxation.
4911. Johnson, Sidney Eugene, A Producing Director's Study Designs and Prompt Book for *The Witching Hour* by Augustus Thomas.
4912. Kelley, Barbara Marie, A Rhetorical Analysis of Selected Sermons of Gilbert Tennent, 1935-1945.
4913. Krensensky, Ardia Marcia, The Style of Phillips Brooks' Sermons in 1878.
4914. Lee, Winona Evelyn, Costume Design Thesis for a Production of Anna Cora Mowatt's *Fashion*.
4915. Lloyd, Jeannette Elizabeth, Recommendations for Planning a High School Theatre Based on the Experience of the Freeport, Illinois, Board of Education While Planning and Building a Junior and Senior High School Auditorium.
4916. Lowrey, Olan Buford, An Analysis and Evaluation of Huey Long's, "Share Our Wealth" Speech, May 15, 1935.
4917. Marlin, Francis Earl, A Rhetorical Criticism of St. John Chrysostom's Homily III on the Statues.
4918. Reynolds Levern Louis, A Study of Pupil and Teacher Reaction to the 1949-1950 Listen and Learn Radio Series Broadcast by Stations WUSI-KSUI.
4919. Rogers, Fred, An Analysis of Delivery and Methods of Proof as Factors Contributing to the Effectiveness of James H. Lane's Stump Speaking.
4920. Shuttleworth, Willam Royce, An Analysis of the Role of Samuel S. Cox in Congressional Deliberations, 1859-1864, as Exemplified by Three Speeches Delivered in the House.
4921. Skillman, Billy Gerald, A Director's Study and Designs for Jacinto Benavente's *The Bonds of Interest*.
- M.F.A. Theses*
4922. Hall, Margaret Sturges, Costume Designs for *Mr. Preen's Salon*, a Play by Doris Lloyd Morehead.
4923. Shiffler, Harrold Clarence, A Project in Design for a Production of Percy MacKaye's Play *A Thousand Years Ago*.
4924. Tulchin, Harold Monroe, An Analysis of Directional Techniques in the Production of Television Plays.
- Ph.D. Theses*
4925. Buck, McKenzie William, An X-Ray Study of Cleft Palate, Oral and Pharyngeal Structures and Their Functioning During Vowel Phonation.
4926. Clark, Edwin Luther, An Experimental Study of Age as a Factor in Audience Response in the Theatre.
4927. Morgan, William Rhea, An Experimental Study and Comparison of the Responses of Men and the Responses of Women in Theatre Audiences.
4928. Sherman, Dorothy Helen, A Study of the Influence of Vowels on Recognition of Adjacent Consonants.
4929. Starlin, D. Glenn, A Comparison of Listener Preference with Radio Station Programming in Iowa.
4930. Tiffany, William Robert, An Exploratory Study of Vowel Recognition as a Function of Duration, Frequency Modulation, and Phonetic Context.
4931. Tucker, Lawrence Elza, The Passion Play in Bloomington, Illinois.
4932. Williams, Donald Manly, A Study of the Influence of the Announcer Upon Audience Reaction to Three Types of Radio Programs.
- JOHN HOPKINS UNIVERSITY  
1951
- M.A. Theses*
4933. Cole, Carroll, *Let These Delight* and Elizabethan Comedy Revisited.
4934. Gallagher, F. X., A Handbook of Strategy for Modern College Debating.
4935. Hinrichs, Paul C., The Stage Is Set: Enter the Poet: An Inquiry into the State of Modern Poetic Drama.
4936. Kuper, Eolin, Speech Training for Pitch Deficient Children Having Articulatory Defects, by Instruction in Musical Ear-Training in Pitch and Rhythm Perception.



## UNIVERSITY OF KANSAS

1951

*M.A. Theses*

4937. Conboy, William A., A Preliminary Investigation Into the Applicability of the Case Method to the Teaching of Fundamentals of Speech.
4938. Shay, Thomas M., The University of Kansas Laboratory Theatre.

## KANSAS STATE COLLEGE

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*M.S. Theses*

4939. Whitehair, Barbara Meals, Original Dramatic Readings with a Critical Analysis of Staging and Lighting for College Use.

## KENT STATE UNIVERSITY

1951

*M.A. Theses*

4940. Brown, William J., A Study of the Speech Habits Peculiar to Rural Southwestern Ohio as Indicated by Vowel Distortion and Substitution.
4941. Colvin, Claude R., A Study of the Problems in Interpretation, Character Analysis and Projection of the Author's Intent in Preparing the Lecture Recital for Public Presentation.
4942. MacDonald, Robert J., The 1948 Kent State University Showboat—the Record of an Experiment.
4943. Ross, James A., The History of Broadcasting at Kent State University.
4944. Sawachka, Helen, A Vocabulary for Primary Deaf Children.

## LOUISIANA STATE UNIVERSITY

1951

*M.A. Theses*

4945. Attenhofer, Norman Joseph, The Development of the Theory of the Conversational Mode of Speech.
4946. Blue, Carl Milton, A Follow-Up Study of Cases Appearing in the L.S.U. Speech and Hearing Clinic from February, 1947, to January, 1951.
4947. Brandfon, Winifred Barbara, Speech Problems of the Mentally Retarded Child: A Study Based on Case Histories.
4948. Breard, Sylvester Quinn, A History of the Motion Pictures in New Orleans, 1896-1908.
4949. Brian, George, A History of Theatrical Activities in Baton Rouge from 1900 to 1923.
4950. Caraway, Betty Jean, Childhood Aphasia:

Characteristics and Exploratory Therapeutic Methods.

4951. Diamond, Gladys, A History of the Community Theatre in Monroe, Louisiana.
4952. George, Albert Donald, Some Louisiana Isoglosses Based on the Workbooks of the Louisiana Dialect Atlas, 1935-1949.
4953. Gray, Wallace Allison, An Historical Study of Professional Dramatic Activities in Alexandria, Louisiana, from the Beginning to 1920.
4954. Handley, John Guy, An Analysis of Several Male Characters in the Plays of Henrik Ibsen.
4955. Harp, Rufus William, A Critical Evaluation of "The Great Debate" in Acting.
4956. Heidt, Patsy Ruth, The History of the Theatre in Lake Charles, Louisiana, from 1920 to 1950.
4957. Lindsey, Henry Carlton, A History of Theatrical Activity in Shreveport, Louisiana, 1854-1900.
4958. Luttrell, Wanda Melvina, History of the Theatre in Memphis, Tennessee, from 1829 to 1860.
4959. Magee, Nelly, A Translation and Commentary of Book I of Gerardi Johannis Vossii *Rhetorices Contractae, Sive Partitionum Oratoriarum, Libre V.*
4960. Scully, Daniel William, The Influence of James Rush, M.D., Upon American Elocution Through His Immediate Followers.
4961. Shaver, Ruth Dod, The Phonetic Features of Hawaiian Pidgin English.
4962. Walker, Richard Waller, Contributions of the Journal of Speech and Hearing Disorders, 1936-1950, on Stuttering, Hearing and Audiology, Asphasia, Cleft Palate, and Cerebral Palsy.

*Ph.D. Theses*

4963. Bradford, Clinton Williams, The Non-Professional Theatre in Louisiana: A Survey of Organized and Miscellaneous Theatrical Activities from the Beginnings to 1920.
4964. Carbutt, Cameron Willis, A Study of the Dialectal Characteristics of Six Members of the Older Generation Living in the Three Southernmost Counties of Illinois: Alexander, Pulaski, Massac.
4965. Ivey, Sara Mack, The Effect of Cleft Palate Operation on the Speech of Forty-Two Cleft Cases.
4966. Stansell, James Julius, A Rhetorical Study of the Public Speaking of Eric A. Johnston During His Presidency of the United States Chamber of Commerce.

## MARQUETTE UNIVERSITY

1951

*M.A. Theses*

4967. Cleary, James W., A Justification of Debate Within and Without the Curriculum of a Contemporary American Jesuit University by Reason of Early Jesuit Educational Practice.
4968. Paruzynski, Thaddeus F., A Study of the Speech Behavior of Stutterers Under the Influence of Circumstances Created by Inhibiting Auditory and Visual Sensation.
4969. Prokes, Adeline V., The Mass as Aristotelian Tragedy.

## UNIVERSITY OF MARYLAND

1951

*M.A. Theses*

4970. Arthur, Robert H., The Comparative Reliability of the C.I.D. Tape-Recorded and the Harvard #9 Live-Voice Speech Reception Tests.
4971. Causey, George D., An Analysis of Specific Factors Associated with Fifty Cases of Uranoschisis and Chiloschisis.
4972. Rosenberg, Philip E., An Analysis of Audiometric Tests in One Hundred Cases of Otosclerosis.

## MIAMI UNIVERSITY

1951

*M.A. Theses*

4973. Goss, Inez Budington, A Study of Walter Winchell's Sunday Evening Broadcasts Made in the Summer and Fall of 1948.
4974. Klee, Bruce Brightman, The Popular Broadway Theatre: an Analysis of the Longest-Running Plays on Broadway from 1939-40, to 1949-50.
4975. Pepper, Helen Jean, A Study of Radio-Television Homes in Oxford, Ohio.

## UNIVERSITY OF MICHIGAN

1951

*M.A. Theses*

4976. Angelocci, Angelo, A Survey of Attitudes of Graduate Students Toward the Department of Speech.
4977. Arrington, Ruth M., A Production Prompt Book for *Antigone* by Jean Anouilh.
4978. Backels, Ruth L., Social Perception of Male Stutterers Compared with a Control Group as Measured by the Heider Simmel Film.
4979. Bohyer, Joyce Ann, The Sentimental Comedy of James Mathew Barrie for the Oral Reader.

4980. Booth, Willard C., The Analysis and Comparison of Vocal Techniques of the Delivery of Hamlet's Soliloquy, Act II, Scene II, 'Now I Am Alone,' as Recorded by John Barrymore and Maurice Evans.
4981. Branyan, Janice S., Adaptation for Radio of Selected Greek Myths.
4982. Bromfield, William C., A History of the Arts and Crafts Theatre of Detroit, Michigan.
4983. Burgwin, Richard J., A Study of the Practicality of the Arena Staging of Shakespeare.
4984. Burns, Helene M., An Adaptation of Eight Radio Scripts Based on Roman Mythology.
4985. Cappuccilli, Ralph M., Eugene O'Neill and the Critic.
4986. Carter, Robert M., An Experimental Study of the Effectiveness of Emotional and Objective Speeches.
4987. Cooksey, Amy Bloys, Lesson Plans for the Retraining of Persons with Dysphasia Using Historical Epochs with Tests Over Each Lesson to Stimulate Speech and Discussion and to Test Reading Comprehension.
4988. Dalebout, Jacoba, A Study of the Speech Program of the Five Public High Schools in Grand Rapids, Michigan.
4989. DeHarde, Donna, The Growth and Development of Women's Programs in Radio with Special Reference to the Detroit Area.
4990. Elliot, Jane, Personality Traits of 199 School Children with Speech Deviations as Indicated by the California Test of Personality, Primary and Elementary Series, Form A.
4991. Esch, Marvin L., A Comparative Study of the Shift-of-Opinion Ballot, Audience Evaluation, and Critic-Judge Systems of Debate Decisions.
4992. Fritz, Patricia A., A Study of Shakespeare's *King Lear*.
4993. Fuller, Elizabeth P., A Study of the *Voice of America*: Its History, Organization, and Present Scope of Activity.
4994. Hakken, Jane H., The Relationship of the New York Critics to Broadway Playwrighting.
4995. Heusel, Ted, An Analysis of the New York Critics Theatre Reviews with Emphasis on Acting in Order to Determine Whether There Lies a Consistency Among the Critic's Evaluation of Performances in

- the Plays Which Opened on Broadway During the 1941-1949 Seasons.
4996. Holmes, Presley, An Analysis of Lowell Thomas, Newscaster.
4997. Johnson, Albert F., An Investigation of the Hearing Program Examination for Students Entering the University of Michigan.
4998. Kaiser, Lloyd, A Survey of Master's Theses in Public Address at the University of Michigan.
4999. Katter, Nafe E., An Analysis of the Stassen-Dewey Debate in 1948, 'Should the Communist Party in the United States Be Outlawed?'
5000. Kelly, Irene, Ruth Draper—One Woman Theatre.
5001. Marshall, David, A Director's Production Prompt Book of *Winterset*, Designed for Arena Staging.
5002. Mast, Ruth, Level of Aspiration as a Method of Studying the Personality of Adult Stutterers.
5003. Mohr, Ruth E., A Comparative Study and Analysis of the Fundamentals of Speech Courses in the Detroit Public High Schools.
5004. Morrison, Margaret, Language Factors Involved in Stuttering.
5005. Nary, Bruce L., A Production Prompt Book for *Uncle Harry* by Thomas Job.
5006. Palmer, David E., The Relation of Birth Order and Natural Age to Congenital Oral Cleft Occurrence.
5007. Paton, Margaret, Selecting the One-Act Play for High School Productions.
5008. Pearson, Jack E., A Speech Reception Test for Young Children.
5009. Pesek, Betty C., A Compendium of Audio-Visual Aids for Use in the Public School Speech Correction Program.
5010. Pickett, Warren W., An Experiment to Determine Comparative Audience Response to the Reading of Shakespearean Dramatic Verse With and Without Musical Accompaniment.
5011. Pletcher, Phyllis, A History of the British Legal Costume; Its Origins, Variations, and Development from the Late Middle Ages to 1635.
5012. Schumacher, Hazen, Jr., University of Michigan Television Hour, A History and General Production Handbook.
5013. Solomon, Nancy, A Comparison of Rigidity of Behavior Manifested by a Group of Stutterers Compared with Fluent Speakers.
5014. Sponzilli, Maryhelene M., A Study of the Importance of the Rate Factor as a Cue in the Identification of Familiar Speakers.
5015. Stolzenbach, Conrad, An Analysis of the Methods of Study of John Gielgud in Preparing for the Role of Hamlet.
5016. Swint, Mary C., A Study of the Teaching of Speech in West Virginia.
5017. Van Haitisma, Elva, A Production Prompt Book for *Our Town* by Thornton Wilder, Adapting it to Central Staging.
5018. Weber, Joan B., The Incidence of Speech Defects Among Children with Emotional Problems.
5019. Weber, LaVerne, A Study of Modern Theatre Architecture and Equipment Applied to the Lydia Mendelssohn Theatre.
5020. Wilcox, Roger, A Rhetorical Analysis of the Sermon On the Mount.
- M. S. Degrees
5021. Barker, Elizabeth, A Study of Certain Aspects of Personality in Given Individuals Having Cleft Palate.
5022. Cancel-Ferrer, Cruz A., Hearing Test (Social Adequacy Index) for Spanish-Speaking People.
5023. Snyder, William E., A Tri-Dimensional Representation of the Front Vowel Sounds.
5024. Wallace, Robert, Level of Aspiration as a Means of Determining the Personality of Twenty Adult Dysphasics.
5025. Zarcoff, Morton, Correlation Between Motor and Auditory Aspects of Rhythm.
- Ph.D. Theses
5026. Behringer, Clara Maric, A History of the Theatre in Ann Arbor, Michigan, from Its Beginnings to 1904.
5027. Dreher, John James, A Comparison of Native and Acquired Language Intonation.
5028. Nadea, Raymond Earnest, *The Index Rhetoricus* of Thomas Farnaby.
5029. Nelson, Max, A Comparison of Electrocuteaneous Differentiation of Vowels Through a 1-electrode and 2-electrode system.
5030. Okey, Loren LaMont, A Descriptive Biographical Study of Thomas Clarkson Trueblood.
5031. Quimby, Rollin Walker, Dwight L. Moody: An Examination of the Historical Conditions and Rhetorical Factors Which Contributed to His Effectiveness as a Speaker.
5032. Siegenthaler, Bruce Monroe, Formulation of a Diagnostic Word Test of Hearing.

## MICHIGAN STATE COLLEGE

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*M.A. Theses*

5033. Arneson, Wilfred Milton, A Survey of Some Programming Practices of Radio Farm Directors.
5034. Brink, Donald DeLoss, A Survey of the Speech Training Programs in Selected Midwestern and Eastern Industries.
5035. Bush, Joan Donner, The History of Dramatic Activities at Central Michigan College of Education from 1892 to 1950.
5036. Dye, Patricia McKenna, *How the Stars Were Made*, An Original Children's Play and an Analysis of the Production Problems.
5037. Hackett, Joan, The Direction of Georg Kaiser's *From Morn to Midnight* and an Analysis of the Staging Problems Involved in Presenting an Expressionistic Drama.
5038. Haight, Harry C., The Interrelationship of the Human Senses.
5039. Hoffman, Marion Rose, A Series of Music Appreciation Radio Scripts for the Early Elementary Grades.
5040. Phillips, Marvin Edward, A Production of Jean Giraudoux's *The Enchanted* with an Analysis of the Direction Problems Involved.
5041. Potter, Steven Donald, A Survey of the Radio Listening Habits of Three Hundred Television Families in the Cities of Lansing and East Lansing, Michigan.
5042. White, Stanley James, A Study of Present Practices and Administrative Attitudes Toward the Drama Programs of Selected Michigan High Schools.

## UNIVERSITY OF MINNESOTA

1951

*M.A. Theses*

5043. Bertram, Jean DeSales, Creative Writing: An Original Play for Children's Theatre-*Black Beard, The Pirate*.
5044. Hivnor, Mary Otis, Lorca's Theatre.
5045. Jesson, Edward B., New Plays and Old Conventions: An Essay Together with Two Original Plays.
5046. Johnson, William R., The Living Newspaper in Educational Theatre.
5047. Sikkink, Donald E., Relationship Between T-S-E Scores and Speech Improvement.
5048. Thompson, James, Influences of Modern Painting on the "New Stagecraft."

*Ph.D. Theses*

5049. Dugan, John Thomas, The First Principles of Dramatic Composition: A Comparative Study of Selected Theories of Dramaturgy.
5050. Engar, Keith M., Political Satire in Selected American Plays of the Twentieth Century.

## UNIVERSITY OF NEBRASKA

1951

*M.A. Theses*

5051. Anderson, Dale N., A Job Analysis of Radio Announcing in a 250 Watt Commercial Station.
5052. Bush, Phyllis I., A Study of Speech and Hearing Rehabilitation Needs in State-Sponsored Homes for Dependent Children.
5053. Graunke, Dean, The Use of Student Opinion in the Improvement of Instruction in Speech Fundamentals.
5054. Hale, Frank W., A Critical Analysis of the Speaking of Frederick Douglass.
5055. Harney, Herman, An Evaluation of Radio Farm Service in the West-North-Central Region of the U.S.A.
5056. Hunter, Addie, A Study of the Speech and Hearing of Girls in Geneva, Nebraska State Training School.
5057. Kunhart, William E., A Study of Interscholastic Speech Activities in the United States.
5058. Marr, Gaylord, A Study in Methods of Adapting Stage Drama and Prose Fiction to the Radio Medium.
5059. Scott, Robert, A Study of the Objectivity of Debate Judges.

## NEW YORK UNIVERSITY

1951

*Ph.D. Theses*

5060. Moskowitz, Estelle W., Voice Quality in the Schizophrenic Reaction Type.
5061. Pettet, Edwin Burr, Shaven Socialism and the Shavian Life Force.

## UNIVERSITY OF NORTH CAROLINA

1951

*M.A. Theses*

5062. Caldwell, John Waldrop, *These White Sands*, an Original Play.
5063. Fitzpatrick, Edward C. Jr., *It Won't Happen Ever Again*, an Original Play.
5064. Ginther, James Edward, *Tempest in a Teacup*, an Original Play.



5065. Hadley, Charles Owen, *Exodus*, an Original Play.
5066. Hardy, Martha Zant, *First String Concerto*, an Original Play.
5067. Hosansky, Melvin, *There Was an Old Woman*, an Original Play.
5068. Jousse, Eugene T., *Blessed Are They*, an Original Play.
5069. Klein, Albert Roger, *In This Corner*, an Original Play.
5070. Martin, Ann Gilliam, *The Candle Maker*, an Original Play.
5071. McIntyre, Cicero Daniel, *Bring Me the Sun*, an Original Play.
5072. McKinney, George William, *Follow the Sun*, an Original Play.
5073. Peteler, Patricia M., *Come of Age*, an Original Play.
5074. Sklarsky, Irwin William, *A Shrine for Jenkins*, an Original Play.
5075. Stewart, Sara Gatlin, *Folklore in the Plays of Eugene O'Neill*.
5076. Waldau, Roy Sandman, *The Easiest Room*, an Original Play.
5077. White, Nathaniel S. Jr., *Theatre Management in Three Outdoor Theatre Projects*.
5086. Davis, Donald Carl, *Comparative Study of the Growth and Development of Premature and Full-Term Children with Special Reference to Oral Communication*.
5087. Douglass, Jack, *An Experimental Study of Training in Problem-Solving Methods*.
5088. Faires, Dena Mae Maxon, *The Concept of Narration in Public Speaking*.
5089. Geiger, Don Jesse, *Literature as Attitude: A Referential Symbolology*.
5090. Hayes, Claude, *Phonemic Regression in Relation to Difference Limens for Pitch in the Perceptively Deafened Ear*.
5091. Hunsinger, Paul, *A Study of the Oral Interpretation of the King James Version of the Bible as the Scripture Lesson in the Sunday Morning Worship Services of the Protestant Churches*.
5092. Johnston, Robert Albert, *The Moscow Art Theatre in America*.
5093. Mahaffey, Joseph Harr, *The Speaking and Speeches of Carl Schurz*.
5094. May, A. Florence, *A Study of Speech Education in Four-Year Negro Colleges and Universities in the United States*.
5095. Pruis, John, *A Study of Concepts Concerning Speech Training in the Elementary School*.
5096. Richey, Dorothy, *The Dance in the Drama of Elizabethan Public Theatre*.
5097. Rodeman, Norbert Robert, *The Development of Academic Research in Radio and Television for the First Half of the Twentieth Century*.
5098. Rose, Mary Jean, *A History of School Broadcasting in Canada*.
5099. Schiefelbusch, Richard Louis, *A Developmental Study of Speech Retarded Children*.
5100. Schwerman, Esther Louise, *An Analysis, for the Oral Interpreter, of Rainer Maria Rilke's Duineser Elegien and Sonnette and Orpheus*.
5101. Strother, Edward Spencer, *An Experimental Study of Ethos as Related to the Introduction in the Persuasive Speaking Situation*.
5102. Woodbridge, Dana M., *John Peter Altgeld: A Spokesman for Democracy*.

## NORTHWESTERN UNIVERSITY

1951

## M.A. Theses

5078. Brown, Sally Hope, *An Audiometric Evaluation of One Hundred Cerebral Palsied Subjects*.
5079. Davis, John Edward, *A Descriptive Analysis of Eastman Kodak's Community Plant Visit Program*.
5080. Markland, Ben Clifford, *Editorializing Practices of American Radio Stations: A Study of the Mayflower Decision and Its Revocation*.

## Ph.D. Theses

5081. Barnlund, Dean Colquitt, *Experiments in Leadership Training for Decision-Making Discussion Groups*.
5082. Brutton, Milton Norbert, *A Study of Certain Aspects of Visual Perception in Deaf Children*.
5083. Caton, Chester Franklin, *Radio History WMAQ: A History of Its Independent Years, 1922-1931*.
5084. Craig, Rebecca Sue, *The Nature and Frequency of Speech Defects Among First, Second, Third, and Fourth Grade Children in Four Negro Schools of Augusta, Georgia*.
5085. Daly, Mason Gerald, *The Political Oratory of John Randolph of Roanoke*.

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## M.A. Theses

5103. Desmond, Danny, *Attitudes Toward War as Expressed in the American Theatre from 1900 to 1950*.

## OHIO STATE UNIVERSITY

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## M.A. Theses

5104. Ayers, David Hugh, An Analysis and Production Book of *Fashion; or, Life in New York*.
5105. Bell, Collins Joseph, The Writing and Directing of an Original Play for Children: with *The Wonderful Cure* Employed as a Basis of Discussion.
5106. Chase, Marion Clement, An Analysis and Production Book of *High Tor* by Maxwell Anderson.
5107. Dudgeon, Thomas Henry, A Study and Analysis of Some Problems of Teaching Outlining in the Beginning College Speech Course.
5108. Gerrard, Eugene Marshall, An Analysis and Production Book of *At War With the Army* by James B. Allardice.
5109. Hartup, Rosemary Kinney, An Analysis of *The Wild Duck* by Henrik Ibsen, with Particular Reference to Problems of Style.
5110. Herbst, Irwin, An Experimental Study of the Effect of Room Characteristics and Noise Upon the Rate and Accuracy of Reading Familiar Material.
5111. Israelite, Morris Stephen, The Modern Production of Classical Plays: *The Hippolytus* of Euripides.
5112. James, Herbert Lee, A Comparative Analysis of the Major Rhetorical Treatises of Plato, Aristotle, Cicero, and Quintilian, Together with Tabular Outlines and Diagrams of their Theories.
5113. Kelso, James, Jr., A Survey and Study of Television's Influence on Radio Programming.
5114. King, Brian Gerald, An Analysis and Production Book of *The Poor Nut* by J. C. Nugent and Elliott Nugent.
5115. Lewis, James Milton, A Study of Some Problems in Audience Analysis.
5116. Long, Helen Ruth, An Experimental Study in the Evaluation of the Voice and Diction of Children in a Third Grade.
5117. McMahon, Robert Sears, L'Abbe d'Ouibignac, A Study of the Development of French Classic Theory.
5118. Newhouse, Twyla Jo, Speech and Selected Additional Curricula of the Four Year Colleges.
5119. Penningroth, Ann, A Study of the Relative Intelligibility of Selected Speakers.
5120. Richmond, Thomas Everette, Jr., A Study

of the Characteristics of Members of the Speech Association of America.

5121. Smith, William Mackay, A Study of the Effects of Age, Sex, and Social Conditions on the Preferences for Broadcast Music Materials.
5122. Stromsta, Courtney Paul, A First Approximation of the Distance from Vocal Cords to Cochlea and the Transit Time of Bone Conducted Sound from the Region of the Vocal Cords to the Region of the Cochlea.
5123. Summers, Robert Edward, The Role of Radio as an Instrument of United States Foreign Policy.
5124. Troop, Martha Dianne, An Analysis and Production Book of *Good Housekeeping* by William McCleery.
5125. Turner, Carol Heck, An Analysis and Production Book of the Arena Production *For Love or Money* by F. Hugh Herbert.
5126. Wintzer, Alice Jeannette, A Production Theses of *The Steamship Tenacity* by Charles Vildrec.

## Ph.D. Theses

5127. Bowen, Roy H., A Study of Arena Staging Based on Audience Response to the First Season of the Stadium Theatre.
5128. Drushal, John Garber, The Speeches of Louis Dembitz Brandeis, 1908-1916.
5129. Fotheringham, Wallace Croft, A Study of Methodology in the Construction of a Graduate Achievement Test in the Area of Speech and Hearing Disorders.
5130. Neely, Keith Kent, The Effect of Oral Practice in Presence of Different Conditions of Side-Tone Upon the Rate and Sound Pressure Level of the Speech of a Group of Stutterers.
5131. O'Neill, John Joseph, Contributions of the Visual Components of Oral Symbols to the Speech Comprehension of Listeners with Normal Hearing.
5132. Robinson, Frank Bennett, Effects of Changes in the Relationship Between the Speech and the External Side-Tone Level on the Oral Reading Rate of Stutterers and Non-Stutterers.

## OHIO UNIVERSITY

1951

## M.A. Theses

5133. Allman, William Arthur, An Investigation of a Successful Civic Theatre as Exemplified by the Cleveland Play House.
5134. Barnes, Mary Louise, A Study of the Attitudes of Parents and Teachers Toward Children Who Stutter.

5135. Bennett, Leila, P., An Index of the Availability of Surgical, Prosthodontic, and Orthodontic Care and Financial Aid for Individuals with Cleft Palates.
5136. Gerdy, Roberta, Short Term Speech Therapy in a Children's Home.
5137. Penson, Edward Martin, An Experimental Study of the Effects of Thiamin on Adults Who Stutter.
5138. Weinstein, Walter, A Thesis Production of *Julius Caesar*.

*M.F.A. Theses*

5139. Dybvig, Homer Eugene, *Marlowe and Kyd*, an Original Drama in Three Acts.
5140. Howe, Elizabeth Shafer, An Analysis of the Results of the Freshman Speech Test from September 1947 to February 1951.

## UNIVERSITY OF OKLAHOMA

1951

*M.A. Theses*

5141. Harnack, R. Victor, An Experimental Study of the Effects of Pre-discussion Sets Upon Group Productivity and Intra-Group Competition and Cooperation.
5142. Hicks, Lee Roy, An Investigation of Selected Factors in the Speech Programs of the High Schools of the State of Oklahoma.
5143. Holton, Nelda Jane, A Production Book for John Dryden's *All For Love*.
5144. Kenan, Nil, The Effect of Varying Lengths of a Hide-Away Ear Tube on Discrimination and Threshold.
5145. Kirchner, Dick, Comparison of Practice and Theory in the Writing of Radio Commercials at the Station Level.
5146. Ransom, Jean, Naturalism and Expressionism in the Theatre as Styles of Writing and Stage Production.

*M.F.A. Theses*

5147. Graham, Mary Helen, The Evolution of Directing Shown Through a Comparative Study of Directing Techniques.
5148. Long, Tommy R., *Star Feather*, an Original Play.
5149. Manning, Phelps, *Pastoral*, an Original Play in Fourteen scenes.

## UNIVERSITY OF OREGON

1951

*M.A. Theses*

5150. Roseen, Terrance, An Application of the Theory of Montage to the Practice of the Modern Theatre.
5151. Thomas, Lloyd, A Personality Study of

a Group of Stutterers Based on the Minnesota Multiphasic Personality Inventory.

*M.S. Theses*

5152. Filut, Burton, The Effect of Radio Commercials on Retention.
5153. Marsh, Robert, Modern Poetry in Oral Interpretation: A Study of the Extent to Which Contemporary Poetry is Used in College Level Oral Interpretation Classes, with Consideration of Selected Related Factors as Possible Conditions Governing Its Use.
5154. Padrow, Ben, A Study of Speech Education in the Secondary Schools of Oregon.

## COLLEGE OF THE PACIFIC

1951

*M.A. Theses*

5155. Bosmajian, Haig, The Origin and Development of the Art of Oral Interpretation of Verse in the United States.
5156. McClarty, Edward L., The Development of Radio Station KRJC at Modesto Junior College.
5157. McDearmon, James R., A Survey of the Articulation of the Children of the Madison School, Stockton, California.
5158. Van Camp, Dorothy Brenton, An Annotated Bibliography of the Material on Stuttering Written by American Authorities and Published in American Periodicals, 1925-1950.

## PENNSYLVANIA STATE COLLEGE

1951

*M.A. Theses*

5159. Evans, Helen J., A Study of the Correlation Between the Rhetorics and Novels Written During the Elocutionary Movement in England, 1750-1800.
5160. Fahringer, Herald P., A Study of the Oratory of Galusha A. Grow on The Homestead Act.
5161. Krakuer, Muriel Grossman, A Comparison of Visual and Auditory Stimuli in the Classification of the Non-Directive Interview.
5162. Leuschner, Frederick E., A Survey of the Qualifications and Training Desired by the Radio Industry in Pennsylvania of Its Personnel.
5163. Miller, Gladys L., A Follow-Up Study of Thirty-One Stutterers Who Were Treated at the Pennsylvania State College Speech and Hearing Clinic.
5164. Pfeil, John J., A Radio Production on Rehabilitation of a Laryngectomized Cancer Patient.

5165. Phillips, Betty Jane, An Evaluation of the Teaching Methods of Two Consonant Sounds.
5166. Shirey, Lewis W., A Survey of Techniques for Telecasting Sports.
5167. Wargo, Dan M., A Survey of the Public Performance Interpretative Reading Program in Pennsylvania Colleges and Universities.

*Ph.D. Theses*

5168. Hopkins, Melville, Frontier Speech.

## UNIVERSITY OF PITTSBURGH

1951

*M.A. Theses*

5169. Edgar, Kenneth F., *The Return*, an Original Play and Production.
5170. Freedman, Ann C., The Development of Arena Policies and Methods.
5171. Hutton, Charles L. Jr., A Survey of the Research Pertaining to the Singing Voice, 1925-1950.
5172. Kodman, Francis, Jr., A Radiographic-Psychophysical Study of the Nasality of Eight Cleft Palate Subjects Fitted with a Speech Appliance.
5173. Malanga, Mary C., An Analysis and Production of *Henry IV* by Luigi Pirandello.
5174. Mravintz, Theresa C., Ivan Cankar, A Study of His Work, with a Translation of *The King of Betania*.

*M.S. Theses*

5175. Banks, Angela Rita, The Integration of Speech Improvement Activities into a Kindergarten Curriculum.
5176. Edis, Thelma, Audience Preference for Two Types of Easy Stuttering, the Prolongation and Repetition Patterns.
5177. Johnson, Patricia, An Explanatory Study of Certain Aspects of the Speech Histories of 23 Former Stutterers.
5178. Kirkpatrick, Caleb J., Pittsburgh Clergymen and a Speech Clinic.
5179. Maietta, Donald F., Audience Preference for the Voluntary Repetition and Prolongation Controls of Stuttering as Used by Two Speakers.
5180. Schaefer, Elliott, An Investigation of the Ratings of Speech Clinicians and Non-Clinicians on Two Aspects of Defective Speech.

*Ph.D. Theses*

5181. Sydney, Ruth Ann, An Evaluation of the Social Adjustment of a Group of Children Born with Cleft Palate.

## PURDUE UNIVERSITY

1951

*M.S. Theses*

5182. Bearss, Marjorie Lagenock, An Investigation of the Effect of Penalty on the Expectancy and Frequency of Stuttering.
5183. Starbuck, Harold B., The Adaptation Effect in Stuttering Behavior and Its Relation to Breathing.
5184. Tolchinsky, Regina, An Analysis of Relative Intensity Characteristics Pertaining to Age and Sex of Elementary School Children.
5185. Williams, Donald Edward, The Effects of Training in College Debating on Critical Thinking Ability.

*Ph.D. Theses*

5186. Paul, John E., An Investigation of Parent-Child Relationships in Speech: Intensity and Duration.

## QUEENS COLLEGE

1951

*M.A. Theses*

5187. Marmor, Ellis B., An Analysis of the Speech Needs of Seventh Term Students at a New York City Public High School.
5188. Norwood, Frank W., The Development of Dramatic Social Studies Broadcasts at WNYE.

## UNIVERSITY OF REDLANDS

1951

*M.A. Theses*

5189. Bolt, Barbara, Parental Standards and Directives for the Delayed Speech Child.
5190. Melone, Beverly Patricia, A Survey of the Speech Difficulties of and Therapy for the Cerebral Palsied Children of San Bernardino County.
5191. Phelan, Beatrice A., Creative Methods in Special Education, with Emphasis on Speech Therapy with the Cerebral Palsied Child.
5192. Rowe, Harold F., A Comparative Study of Stage Fright as Evidenced by Subjective Reports Among Speech, Music and Physical Education Students.
5193. Williamson, James Marshall, The Relationship of Physical and Occupational Therapy to the Speech Training of the Cerebral Palsied.

## RICHMOND PROFESSIONAL INSTITUTE, VA.

1951

*M.F.A. Theses*

5194. Cowan, Imogene, A Production of *The*



*Taming of the Shrew* by William Shakespeare.

5195. Hehmes, Donald F., A Production of *Elektra* by Sophocles.  
 5196. Pradon, Peter F., A Production of *Trip-let I*, a Group of Original One-Act Plays.

SAINT LOUIS UNIVERSITY  
 1951

*M.A. Theses*

5197. Faul, Sister Mary Alene, A Systematic Plan for the Operation of Theatre Activities in the Catholic High School.  
 5198. Finley, Thomas Alphonsus, A Rhetorical Analysis of the Speech Delivered by Thaddeus Stevens Before Congress on the Compromise of 1850.  
 5199. Hehner, Omar Donald, A Series of Lesson Plans in Oral Reading and the Dramatic Interpretation of Literature.  
 5200. Greenwald, Alfred Frederick, A Second-Year Course in Speech for Jesuit High Schools.

SEVENTH DAY ADVENTIST THEOLOGICAL SEMINARY,  
 WASHINGTON  
 1951

*M.A. Theses*

5201. Ashbaugh, Kraid L., An Analysis of the Sermons of James White, Early Advent Preacher, with Emphasis on Persuasion.

SMITH COLLEGE  
 1951

*M.A. Theses*

5202. Abramson, Doris E., A Study of Ibsen's *Emperor and Galilean*: Its Influence on *Rosmersholm* and *When We Dead Awaken*.

SOUTH DAKOTA UNIVERSITY  
 1951

*M.A. Theses*

5203. Brown, Lawrence S., A History of Speech Education at Northern State Teachers College.  
 5204. Cramer, Keo M., Preferences of Selected Homemakers of Southeastern South Dakota for Radio Programs for Women.  
 5205. Knutson, Wayne S., Director's Manual and Prompt Book for the Original Play *One Life to Spend*.  
 5206. Olsen, Obed M., The History of Speech Education at Southern State Teachers College, 1879-1948.  
 5207. Wehling, Robert O., Director's Manual and Prompt Book for Murray and Gortz's *Room Service*.

UNIVERSITY OF SOUTHERN CALIFORNIA  
 1951

*M.A. Theses*

5208. Baer, Richard, The Regulation of Content of Motion Pictures in America.  
 5209. Balakrishnan, A. V., A Critical Study of the Principles and Practice of Magnetic Tape Recording.  
 5210. Dakin, Hollis, Study of the Relative Instructional Merits of Various Subject Presentation Techniques in Training Films.  
 5211. Hines, William Everett, A Survey of Television Viewing Habits and Influences in an Industrial-Residential Area.  
 5212. Johnson, Harold Edward, A Survey of Theatre Organization as Practiced by a Selected Group of Community Theatres in the Los Angeles Area.  
 5213. Kirtley, Robert Cecil, An Historical Study of the Japanese Noh Play A.D. 552 to 1900.  
 5214. Levy, Donald Jerome, A Comparative Study of the Dramatic Art of the Three Great Greek Tragic Poets as Illustrated in Their Handling of the Electra Myth.  
 5215. Mahovlick, Frank Ricardo, Influences of Artificial Illumination Upon the Theatre.  
 5216. Metz, Werner Adam, Effect of Order of Stimulus Presentation on Verbal Response.  
 5217. Miller, Herman, A Full Length Play Entitled *A Penny for Charon*.  
 5218. Montgomery, Camille E.B., A Comparative Study of the Music Appreciation Broadcasts for Schools of the Standard Oil Company of California and the Australian Broadcasting Commission.  
 5219. Muse, Violet Frances, *Gold Run* formerly *49er Diary*, a Play in Three Acts of the California Gold Rush.  
 5220. McGrath, Robert Lee, A Study of Television Preference in Low Income Homes.  
 5221. Nadkarnia, Anasuya Mahedeo, A Study of the Potentials of Radio as an Instrument of Social Education for Bombay, India.  
 5222. Oppenheimer, Hugh Clifford, A Study of the Relative Instructional Merits of Various Subject Presentation Techniques in Training Films.  
 5223. Pakrasi, Brojeswar, A Plan for Indian National Network.  
 5224. Pappas, George Charles, Survey and Comparison of Educational Drama in Twenty Representative High Schools in Los Angeles County 1948-1949.  
 5225. Paramasivaiah, Puttaveeriah, A Study of

- Distortion in the Soundhead of a Film Reproducer.
5226. Seltzer, Jerome Maxwell, An Historical Study of Inigo Jones' Work in the Theatre.
5227. Shah, Parbhubhai Lallubhai, A Study of the Social Responsibilities of a Producer in Relation to the Functions of Production.
5228. Shields, Pat Richard, An Analysis and Comparison of Current Trends in the Arts of Painting and Cinematography.
5229. Sinha, Kumar Jitendra, A Proposed Program of Educational Film Production and Distribution in India.
5230. Trivedi, Ratilal Bhupendra, A Study of the Development and Application of Sensitometry in Motion Picture Film Processing Laboratories.
5231. White, Lyman Ross, A Survey of Current Methods for the Distribution of Motion Pictures in the Field of Religion and Some Proposals for a More Adequate Distribution System.
5232. White, William Conrad, The Autobiographical Elements as Manifested in Selected Plays of John August Strindberg.
5233. Wulk, Jerry Ernst, An Historical and Critical Study of Niccolo Machiavelli's *Man Dragola* with a Projected Plan for Production.
- Ph.D. Theses*
5234. Andreini, George L., An Historical Evaluation of Thomas Starr King's Public Address with Special Reference to the Retention of California as a Union State.
5235. Ball, Joe M., An Experimental Study of the Relationship Between the Ability to Impart Information Orally and the Primary Mental Abilities, Verbal Comprehension, and General Reasoning.
5236. Bennett, Clayton Leon, An Experimental Study of Relationships Between Human Electroencephalograms and Certain Rorschach Scoring Categories.
5237. Cartier, Francis Arthur Jr., An Experimental Study of the Effect of "Human Interest" on Listenability.
5238. Christensen, Arden Hans, A Quantitative Study of Personality Dynamics in Stuttering and Nonstuttering Siblings.
5239. DeLay, Theodore Stuart Jr., An Historical Study of the Armed Forces Radio Service to 1946.
5240. Douglass, Robert L., An Experimental Electroencephalographic Study of Stimulus Reaction to Stutterers.
5241. Kretzinger, Elwood Arthur, An Experimental Study of Gross Bodily Movement as An Index to Audience Interest.
5242. Parker, William R., An Experimental Study of Certain Physiological, Introspective, and Rating Scale Techniques for the Measurement of Stage Fright.
5243. Robson, John Luttrell, An Experimental Study of Fluctuations Among Successive Play Performances.
5244. Sievers, Wieder David, An Analysis of the Influence of Freudian Psychology on American Drama, 1909-1939.
5245. Young, James Douglass, An Experimental Comparison of Vocabulary Growth by Means of Oral Reading, Silent Reading, and Listening.
- SOUTHERN METHODIST UNIVERSITY  
1951
- M.A. Theses*
5246. Abbott, Billy Mack, History of Dramatic Activity of Southern Methodist University. (1915-1942).
5247. Ballard, Norma Jean, R.E.L. Saner's Contributions to Oratory.
- STANFORD UNIVERSITY  
1951
- M.A. Theses*
5248. Cameron, Robert Miner, Group Pure-Tone Hearing Testing of Entering Stanford Students.
5249. Chomsky, Marvin J., A Technical Production Book of *You Touched Me* by Tennessee Williams and Donald Windham. (Including a public production of the play.)
5250. Fishman, Josephine, The Dramatization of the Novels of James Fenimore Cooper.
5251. Fletcher, Allan Dinsmoor, A Production Book of Jean Anouilh's *Antigone* as Translated and Adapted by Lewis Galantieri. (Including a public production of the play.)
5252. Haran, James, A Production Book of John Millington Synge's *The Playboy of the Western World*. (Including a public production of the play.)
5253. Harris, Paul Charles Jr., *What Price Glory?* by Maxwell Anderson and Laurence Stallings: A Production Book and Public Production.
5254. Hess, Vernon Leroy, Probability as an Element of Plot Unity in Theatre and Drama.
5255. John Griffith, Humor Characterization in the Plays of William Wycherley.

5256. Johnson, Dorothy Margerete Campion, Voice and Diction Training in American Universities and Colleges.
5257. Knudsen, Darwin Cowley, George Q. Cannon's Effectiveness as a Speaker.
5258. Kussrow, Van Carl Jr., Costuming the Ecclesiastical Characters in the Plays of Shakespeare.
5259. Landfield, Jerome Blanchard, The Characterization of Joan of Arc in Drama: 1798-1822.
5260. Merritt, Barbara Ann, An Evaluation of the Literature on Speech Sound Discrimination.
5261. McCormic, Ralph Chester, Lighting Equipment for X-Hall Theatre, University of Texas.
5262. McNaught, Nancy Lee, A Production Book and Public Production of *Hedda Gabler* by Henrik Ibsen.
5263. Reynolds, Lavern Lillard, Use of the Linnebach Projector for Scenic Projection.
5264. Rock, Norman Easton, Design and Technical Production of the Play, *Build No Fence Around Me*, by Alexander Greendale. (Including a Public Production of the Play.)
5265. Russell, Don, A Production Book and Public Production of Tennessee Williams' and Donald Windhams' *You Touched Me*.
5265. Ryan, Patrick Martin Jr., Romantic Drama in Spain: 1834-1844.
5267. Schaef, Robert Arthur, Motor Skills and Motor Skills Testing as Related to Speech.
5268. Share, Eugene, The Techniques of Major Plot Reversal in Shaw's *Three Plays for Puritans*.
5269. Stevens, John Clinton, A Technical Production Book and Public Production for Maxwell Anderson and Laurence Stallings' *What Price Glory*.
5270. Valentine, Milton Albert, A Critical Survey of the Literature Dealing with the Etiology of Delayed Speech.
5271. Waters, Walter Kenneth Jr., Early Uses of Electricity for the Theatre: 1880-1900.
5272. Welsh, Willard Jr., The Comic Characters of Kaufman and Hart.
5273. Wilson, Asher Boldon Jr., John Galesworthy's Theory of and Practice in the Writing of Tragedy.
5274. Zieve, Morton Irving, A Production Book for Elmer Rice's Play, *Street Scene*.

## Ph.D. Theses

5275. Cole, Wendell, Scenery on the New York Stage: 1900-1920.
5276. Jones, Morris Valentine, The Effect of Speech Training on the Third-Grade Silent Reading Achievement.
5277. Moncur, John Paul, Environmental Factors Differentiating Stuttering Children from Non-Stuttering Children.
5278. McIlrath, Patricia Anne, Typification in the Characterization of Contemporary American Drama: with an Analysis of Stereotype.

SUL ROSS STATE COLLEGE, TEXAS

1951

## M.A. Theses

5279. Odom, Helen Bell, Creative Plays for the Activity Program.
5280. Olson, Alice Reed Connell, The Importance of a Dominant Gradient Control in the Communicator.
5281. Osborne, Rosalie Hoff, Old Tales Dramatized for Children.
5282. Rogers, Inez Dudley, *Not Made with Hands*: An Editorial Pageant of the Founding of the Bloys Cowboy Camp Meeting.
5283. Watson, Patricia, This Giant Mirror: The Theatre's Reflections of Some Social Trends in America from 1920-1950.

SYRACUSE UNIVERSITY

1951

## M.A. Theses

5284. Drews, Charles O., An Experimental Study of Some of the Relationships Between Specific Speech Characteristics and Aspects of Personality as Measured by the Minnesota Personality Scale.
5285. Jones, Edward C., An Inquiry into the Value of Applying a Readability Formula to Radio News.
5286. Miller, George H., A Study of Selection and Preparation of Educational Personnel in the Field of Speech.
5287. Reidenbaugh, Gerald, *My Heart Don't Say So*.
5288. Stahl, Irwin H., *The Red Rose and the Briar*, an Original Folk-Opera in 13 Scenes.

TEMPLE UNIVERSITY

1951

## M.A. Theses

5289. Golder, Beatrice, An Evaluation of the Logical, Ethical, and Emotional Proof in

Selected Speeches of Robert M. La Follette in the Presidential Campaign of 1924.

5290. Ketels, Arthur O., A Production Book for Thomas Job's *Therese*.  
 5291. Reeves, Clyde E., The Invention of Henry George in Selected Speeches in the Years 1887 and 1894.  
 5292. Schaeffer, Morton H., A Survey of the Activities of Community Theatres in the Greater Philadelphia Area.  
 5293. Silverstein, Bernard, An Experimental Investigation of Several Approaches to the Re-Education of Persons with Expressive Aphasia.

#### UNIVERSITY OF TENNESSEE

1951

##### M.A. Theses

5294. Lupman, Edwin, Macaulay: Orator and Man.  
 5295. Paxton, G. Benjamin, A Production Book for *The Shoemaker's Holiday*.  
 5296. Rettke, Marian Pope, The Treatment of the Clergy by Modern British Dramatists.  
 5297. Wright, Kenneth, An Analysis of the Plot, Character, Diction and Thought of Printed Radio Drama.

#### TENNESSEE AGRICULTURAL AND INDUSTRIAL STATE COLLEGE

1949

##### M.A. Theses

5298. Buchanan, Singer A., The Development of the Educational Theatre in Negro Colleges and Universities from 1925-1949.

1951

##### M.A. Theses

5299. Brewer, Madelyn Elizabeth, The Development of a Speech and Drama Curriculum for the Secondary Schools of Tennessee.  
 5300. Cox, William D. Jr., A Study of Problems Involved in Lighting the Negro Actor on the Stage.  
 5301. Williams, Eddie Ray, The Rise of the Negro Actor in the American Theatre from 1900 to 1950.

#### UNIVERSITY OF TEXAS

1951

##### M.A. Theses

5302. Gonzales, Maria De Jesus, Factors Affecting the Education of Twenty-Five Migrant Spanish-Speaking Children.  
 5303. Ranville, Ruthe Irene, A Qualitative and

Quantitative Analysis of Word Association of the Deaf in Relation to Educational Level.

5304. Villarreal, Amando, Jr., The Suitability of State Adopted Basal Readers for Teaching a Reading Vocabularly to Spanish Speaking Children in the Pre-Primer, Primer, and First Grade.

##### M.Ed. Theses

5305. Hanson, Grace Haen, The Development of a Visual Screening Technique with Implications for Exceptional Children.  
 5306. Hollingsworth, Frances Marcile, An Experimental Evaluation of Audio Visual Aids in the Teaching of General Science.  
 5307. Popham, Lela Mary, Teaching Remedial Reading to the Acoustically Handicapped Child.  
 5308. Tydlaska, Mary Ann Lambe, Teacher Education Films Annotated.

##### M.F.A. Theses

5309. Birbari, Elizabeth, Uniforms and Duties of Domestic Servants in America, 1880-1910.  
 5310. Chavez, Edmund, A Production Book for *Angel Street*.  
 5311. Jones, Thomas, A Production Script of Lynn Riggs' *Roadside*.  
 5312. Shrell, Clyde, *Blood of the Lamb: A Play in Fourteen Scenes*.  
 5313. Smith, Frederick, A Production Script of William Saroyan's *My Heart's in the Highland*.  
 5314. Williams, Arthur, A Production Book of *Hotel Universe*.

#### TEXAS CHRISTIAN UNIVERSITY

1951

##### M.A. Thesis

5315. Yaws, Dorothy, A Survey of Speech Education in the Secondary Schools of the United States.

##### M.F.A. Thesis

5316. Magers, Frank, *Crest of the Wave: a Production Theses*.

#### TEXAS STATE COLLEGE FOR WOMEN

1951

##### M.A. Thesis

5317. Wallace, Nannie Sue Still, A Study of a Two Year Speech Survey in the Dallas Independent School District, Grades 1-6.



TULANE UNIVERSITY  
1950

*M.A. Theses*

5318. Baldwin, Edward M., A History of Le Petit Theatre du Vieux Carre: 1917-1923.  
5319. Ferguson, Judy, An Analysis of Three Plays by Tennessee Williams in Terms of Certain Artistic Principles.

UNIVERSITY OF TULSA  
1951

*M.A. Theses*

5320. Denny, Donald, A Study of the Causes and Effects of Microphone Fright.  
5321. Gregg, Donald, News Listening Trends.

UNIVERSITY OF UTAH  
1951

*M.A. Theses*

5322. Morgan, David Nyle, The American Actor as seen by the Critics in the First Half of the Nineteenth Century.  
5323. Stevens, Robert Edward, Sources of French Influence on the New York Stage, 1834-1860.

*M.S. Theses*

5324. Curtis, Keene Holbrook, Russian Influence on American Theatre.  
5325. Neilson, Royal A., An Introductory Study of the Training and Background of the American Actor from 1900-1905.  
5326. Wittwer, Donna, A Comparative Study of the Handedness Factor in Delayed Speech Cases and Children with Normal Speech Development.

*M.F.A. Thesis*

5327. Brueckner, Patricia Lenore, A Production Thesis of the Sophoclean *Electra* and of the Euripidean *Electra*.

*Ph.D. Theses*

5328. Crawford, Robert Phil, Pronunciation of 165 Selected Words by Utah Radio Announcers.  
5329. Hamilton, Stanley Keith, Theatre People as Depicted by the Playwright (Broadway 1900-1950).

UNIVERSITY OF VIRGINIA  
1951

*M.A. Theses*

5330. Cox, Frances, A Critical Study and Evaluation of Materials for Speech Correction on the Secondary School Level.  
5331. Pence, James Worth, Jr., A History and Evaluation of Student Public Speaking

in the Literary Societies of the University of Virginia 1825-1950.

5332. Sachs, Marvin Henry, A Survey and Evaluation of the Existing Inter-Relationships Between Speech and Mental Deficiency.  
5333. Ward, Willis Wesley, Balance Between the Development of Talented and Average Students in the High School Drama Program.

UNIVERSITY OF WASHINGTON  
1951

*M.A. Theses*

5334. Cox, Robert J., A Study of Some Elements of the Homiletical Theory of Charles Grandison Finney.  
5335. Currie, Stuart Ivan, Productions of Restoration and Eighteenth Century English Comedy on the New York Professional Stage, 1900-1950.  
5336. Henry, Donald Raymond, Productions of Shakespeare's Greek and Roman Plays on the New York Professional Stage, 1900-1950.  
5337. Metcalf, James Manley, Translations and Adaptations from the French as Produced on the New York Stage from 1910-1919.  
5338. Miles, Kenneth LeRoy, Persuasive Techniques in Selected Sermons by Dr. T. T. Shields.  
5339. Morrison, Douglas, A Study of the Use of Audio Aids in Teaching Speech in the Seattle Public Schools.  
5340. Nowell, Barbara Bee, Racial Propaganda Plays from 1930-1950.  
5341. Pepper, Frances Coburn, Theatrical Productions by Continental Companies in New York from 1900 to 1925.  
5342. Shapley, James L., An Electronic Method of Graphically Recording Speech, Pulse, Respiration, and Arm Movements of a Student in a Normal Classroom Speech Situation.  
5343. Sugarman, Alfred, Persuasive Techniques of Thomas E. Dewey in the Oregon Presidential Primary Campaign of 1948.  
5344. Wigley, Joseph Alexander, A Study of Students' Response to Recordings of Poetry Recorded by Its Authors and by Other Interpreters.

WAYNE UNIVERSITY  
1951

*M.A. Theses*

5345. Briskey, Robert J., Visible Speech Reference Patterns of Seven Vowels as Spoken by Twenty 11 and 12 Year Old Boys.

5346. Cherney, Sheldon, An Analysis of the Modes of Persuasion in Fourteen Speeches on Corporate Wealth, 1901-1904.
5347. Sheridan, Charles H., The History of Music Hall Opera House, Flint, Michigan, 1883-1893.

WEST TEXAS STATE COLLEGE  
1951

*M.A. Theses*

5348. Bailey, Joe Allen, A Survey of the Problems in the Establishment of an Educational Radio Station.
5349. Childress, Mary Louise, A Study of the Methods Used by the Home and School in the Correction of Speech Defective School Children.
5350. Roberts, Equilla Irene, Writing and Producing Religious Drama.

WEST VIRGINIA UNIVERSITY  
1951

*M.A. Theses*

5351. Bensen, Jack Franklin, An Experimental Study of the Relationship Between the Amount of Nasal Emission of Air and Judged Nasality.
5352. Gray, Eugene Taylor, An Experimental Study of the Influence of Experience on Teachers' Identification of Speech Defects.
5353. Skelton, Marjorie Anne, A Study of the Rhetorical Methods of William L. Wilson.
5354. Steiss, Georganne, A Study of the Basic Directing Procedures Involved in Arena Theatre Production.

WHITTIER COLLEGE  
1951

*M.A. Theses*

5355. Beals, Janice Alicia, A Study of the Personal and Inter-Personal Problems of Ten Cerebral Palsied Adults.
5356. Bjermeland, Yvonne B., A Comparative Study of Personality Factors of Children with Functional Articulatory Defects.
5357. Pascoe, Kenneth John, An Experimental Study of the Measurement of Personality and Adjustment of Freshmen in the Basic Communication Course at Whittier College.
5358. Thompson, Jack Duane, Individual and Family Factors in Mexican-American and Anglo-American Stutterers.

UNIVERSITY OF WICHITA  
1951

*M.A. Theses*

5359. Snider, Carl Franklin, A Questionnaire Study of Cerebral Palsy Cases in Kansas.
5360. Wilson, Ruby K., An Investigation of the Birth Records of Children with Cerebral Palsy as Given by Attending Physicians.

UNIVERSITY OF WISCONSIN  
1951

*M.A. Theses*

5361. Bensick, Julius B., Robert Emmet Sherwood: Playwright and Citizen.
5362. Chworowsky, Carol R., A Comparative Study of the Diadochokinetic Rates of Stutterers and Non-Stutterers in Speech Related and Non-Speech Related Movements.
5363. Grossman, Donna J., A Study of the Parents of Stuttering and Non-Stuttering Children Using the Minnesota Multiphasic Personality Inventory and the Minnesota Scale of Parents' Opinion.
5364. Hardenstein, Phyllis T., FM-Radio's Riddle.
5365. Koerble, Charles, A Survey of Speech Courses for Engineering Students.
5366. Logas, Charles J., A Historical Survey of Public Speaking in Sheboygan, Wisconsin.
5367. Loney, Glenn M., Edith Sitwell: A Study.
5368. Palmer, Charles E., *The Shepherd's Story and He Is Risen*. Two Original Pageants with an Account and Evaluation of the Production of *The Shepherd's Story*.
5369. Vaughan, Madeline B., Aphasia, a Contemporary Analysis.
5370. Weiss, David W. Jr., The Application and an Evaluation of PAR-39 and R-40 Lamps and Accessories in Low Budget Non-Professional Theatrical Production.
5371. Williams, Janet T., A Study of the Parents of Cerebral Palsied and Non-Cerebral Palsied Children Using the Minnesota Multiphasic Personality Inventory.

*M.S. Theses*

5372. Barry, Dorothy O., Creative Dramatics: Its Relation to Speech Correction.
5373. Bickley, Charles E., Norman Bel Geddes: Artist-Craftsman of the Theatre.
5374. Blomquist, Allen P., Strindberg and Comedy.
5375. Bram, Roberta R., A Survey of the Services of The University of Wisconsin Speech and Hearing Clinic During the Period from 1945 to 1950.

5376. Gray, Alice I., The Development and Expansion of Speech Education in the Small Public Secondary Schools of Colorado.
5377. Kester, Marjorie J., A Pure-Tone Audiometric Test for Pre-School Children.
5378. Washa, Laura K., The Graduates of Publicly Supported Schools for the Deaf in the United States Evaluate Their Education.
5379. Watkins, Lloyd I., The Argumentation of Thomas Erskine in the Trial of Thomas Hardy.
5380. White, William E., An Investigation of the Speech Proficiency of the Classroom Teacher.
5381. Wright, Virginia A., Greek Drama in the Contemporary Intimate Theatre.

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5382. Benjamin, Robert L., Definition: Its Nature and Function in Argumentative Discourse.
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